



Avondale Meadows Middle School
A Replication of Avondale Meadows Academy

Spring 2015

Applicant Information Sheet

Name of proposed school: Avondale Meadows Middle School

Location of school: TBD, Likely within 1.5-mile radius of current Avondale Meadows Academy

School district of location: Indianapolis Public Schools

Legal name of organization applying for the charter: Avondale Meadows Academy

Applicant's authorized representative: Kelly Herron

Full mailing address: 3980 Meadows Drive, Indianapolis, IN 46205

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Anticipated opening date: July 2016

Proposed Grade Levels & Total Student Enrollment

	School Year	Grade Levels	Maximum Student
First Year	2016-17	6	75
Second	2017-18	6-7	140
Third Year	2018-19	6-8	205
Fourth	2019-20	6-8	230
Fifth Year	2020-21	6-8	275
Sixth Year	2021-22	6-8	280
Seventh	2022-23	6-8	300
Maximum		6-8	330

Is school single-gender or co-educational? Co-educational

Working with a management organization? No

Submitted this application to other authorizer(s)? No

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Please Note:

In April 2014, the *Challenge Foundation Academy* (CFA) changed its name to *Avondale Meadows Academy*, based on an overwhelming sentiment among the school community. For the purposes of simplicity, we refer to this school in this application as *Avondale Meadows Academy* or AMA even when referring to the time period at which it was called CFA.

I. Reflection on Past Performance**A. MSCS Historical Performance Framework Ratings**

The Mayor's Sponsored Charter School (MSCS) Historical Performance Framework Ratings detailed in below in Figure 1 demonstrates the success of the *Avondale Meadows Academy* (AMA) model that will be replicated at *Avondale Meadows Middle School* (AMMS). Of the 47 ratings outlined above, AMA exceeded standard on 34% of the questions, met standard on 47%, approached standard on 17% and did not meet standard on 2% of the measures on which MSCS schools are evaluated.

Figure 1 – MSCA Historical Performance Ratings

Avondale Meadows Academy					
Original Performance Framework				Revised Performance Framework	
Core Question 1 (Academics)	2010-2011	2011-2012	2012-2013	Revised Core Question 1 (Academics)	2013-2014
1.1 - AYP (Adequate Yearly Progress)	MS	MS	ES	1.1 - State Accountability	ES
1.2 - Academic Growth	AS	AS	AS	1.2 - Academic Growth	MS
1.3 - Comparison to assigned schools	ES	ES	AS	1.6 - Comparison to assigned schools	ES
1.4 - School Specific Goals	NA	NA	NA	1.7 - School Specific Goals	AS
				1.3 - Performance by Years Enrolled	AS
				1.4 - Achievement Gap	NA
Core Question 2 (Governance)	2010-2011	2011-2012	2012-2013	Revised Core Question 2 (Finances)	2013-2014
2.1 - Fiscal Health	MS	MS	ES	2.1 - Short Term Financial Health	ES
				2.2 - Long Term Financial Health	ES
				2.3 - Financial Management	DNMS
2.2 - Enrollment, Attendance, Retention	AS	ES	ES	1.5 - Attendance	MS
2.3 - Board Governance	MS	MS	MS	3.3 - Board Governance	ES
				3.4 - Board, CMO, School Evals and Comm.	MS
2.4 - Parent Satisfaction	ES	ES	ES	Not included in new PF	X
2.5 - School Leadership	ES	MS	MS	3.1 - School Leadership	ES
2.6 - School Specific Goals	NA	NA	NA	3.6 - School Specific Goals	NA
Core Question 3 (Operations)	2010-2011	2011-2012	2012-2013	Revised Core Question 3 (Governance)	2013-2014
3.1 - Compliance Obligations	MS	MS	MS	3.2 - Compliance Obligations	AS
3.2 – Facility	MS	MS	MS	3.5 - Facility	MS
3.3 - Enrollment Process	MS	MS	MS	Not included in new PF	X
3.4 - Special Education	NA	NA	NA	Not included in new PF	X
3.5 - English Language Learners	NA	NA	NA	Not included in new PF	X

Core Question # 1: Is the educational program a success?

AMA has made Adequate Yearly Progress each of the last four years and has earned an “A” rating from the Indiana Department of Education for our school’s performance in 2012-2013 and 2013-2014. The school’s focus on differentiated instruction, the workshop model in reading, enrichment classes for high-performing students and targeted intervention groups has increased the academic growth of our scholars and enabled AMA scholars to outperform their peers at schools that they would otherwise have been assigned to attend. Each year, AMA sets rigorous school-specific goals and continually measures its progress towards these goals. For instance, in 2014 70% of AMA students met or exceeded personal growth in reading; 73% met or exceeded their personal growth goal in math.

Core Question #2: Is the organization in sound fiscal health?

For three consecutive years, AMA has met or exceeded all standards on all but one standard in the Governance/Financial Performance Framework. The school is in sound financial health, both in the short-term and long term. In 2013-2014, AMA did not meet standard for Financial Management and Systems, due to the late date of our financial audit. Last year AMA changed accounting services and auditors simultaneously, which slowed the audit’s completion. The AMA leadership team and Board finance chair met immediately to follow up on the audit finding and developed a plan to prevent such delays in the future.

Core Question #3: Is the organization effective and well run?

AMA exceeded standard in terms of both its school leadership and Board governance during the 2013-2014 school year. The School Director and Board of Directors work closely to ensure that all decisions prioritize students, staff, families and the community. We expect AMMS’s success to build significantly on the expertise and capacity of the AMA team.

In summary, AMA is consistently focused on continued improvement. Each year, the leadership team crafts school-wide goals based on MSCS Accountability Ratings and other data sources. Once the goals are set, AMA leadership sets improvement priorities with clear action steps for the coming school year, explaining in detail how the school will remain focused on each goal.

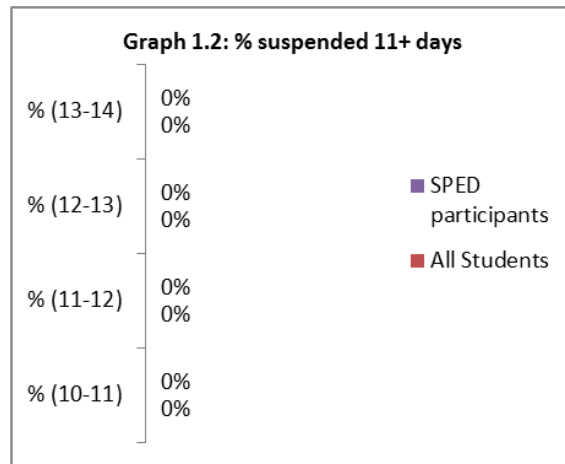
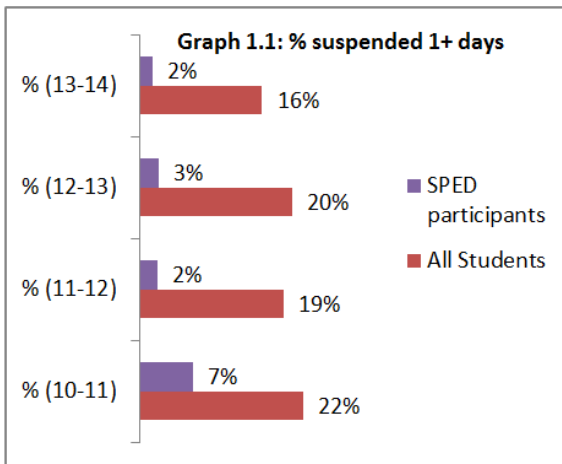
B. Vital Statistics

The vital statistics provided for AMA in the graphs below are consistent with the school’s belief that all children are able to succeed at high levels through well-coordinated support, a strong partnership with families and close attention to results. This data is drawn from state reports and school records in an effort to capture the most accurate performance information.

Graphs 1.1 & 1.2 – Student Suspensions

AMA closely monitors the suspension rate of scholars each month throughout the school year and from year-to-year. Based on our review, we note that the percentage of multi-day suspensions has decreased by 6% in a four-year period. Even more, AMA has never suspended students for more than 11 days, due, in large part, to the support structures we employ to address the root of conduct that otherwise might require such extreme consequences.

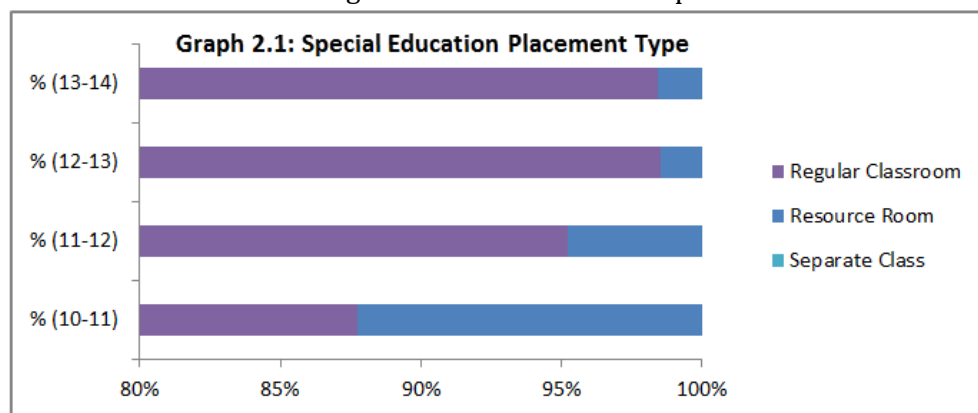
At AMA, the School Director, Director of School Culture, School Counselor and Behavior Coach make up the **Culture Team** and meet regularly to discuss how to best support our scholars. This team manages AMA's school-wide positive behavior supports and helps ensure all (students and staff) are held accountable to school-wide expectations. Members also observe students in the classroom, build unique behavior plans for special students and meet with parents to align supports for improved student conduct. Through *Cummins Behavioral Health*, many of our students also grow under the guidance of a full-time therapist and life skills specialist, uniquely qualified to support students with the specific social and behavioral issues.



Graph 2.1 – Special Education Placement Type

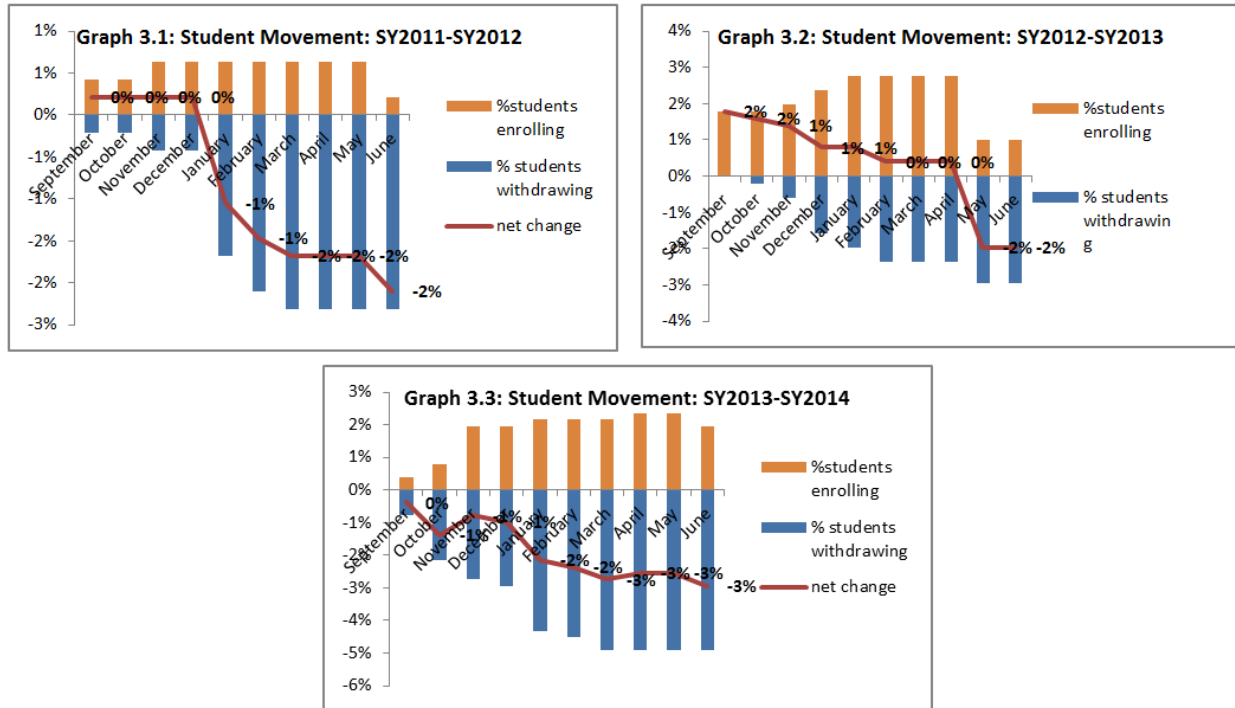
Over the last three years, on average 15% of AMA scholars are considered “exceptional learners” and have an IEP. Each learns at least 80% of his/her time in the regular classroom – a full inclusion model. Our support for these scholars also minimizes behavior issues. For instance, students on IEP's are suspended no more than students without IEP's.

AMA scholars on IEP's are successful in regular classrooms due in large part to the differentiation our teachers employ combined with the coordinated supports of our intervention teachers working alongside our Special Education team; consequently, each learns within the least restrictive learning environment as often as possible.



Graph 3.1 – 3.3 – Student Enrollment

Each year, a small number of students do not stay at AMA the full year. Still, AMA has maintained at least a 95% August-to-June Enrollment Ratio each year of the last four years. In short, the AMA team understands the importance of a stable student population. When students do withdraw, families identify change of residence or lack of transportation as the most common reason – issues we work hard to address whenever possible.



Note: Data from 2010-11 is not provided because the information was not recorded in a consistent manner

Table 4.1 – Teacher Retention

AMA also strives to retain its teachers each year and the positive impact of high retention on school culture and academic focus. Over the last four years, AMA has retained 83.3% of its teachers. Of course, when a school attracts strong teachers, a subset is likely to leave to pursue leadership opportunities and broader chances for impact. Our team expects AMMS to present a powerful chance through which we might offer teacher/leaders opportunities for increased responsibility and development while remaining in the “Meadows Family.”

Teacher Movement								
Table 4.1: Teacher Movement								
Data Point	2010-2011	%	2011-2012	%	2012-2013	%	2013-2014	%
# of returning teachers	39	87%	34	71%	43	90%	41	85%
# of new teachers	6	13%	14	29%	5	10%	7	15%
Total # of teachers	45	100%	48	100%	48	100%	48	100%

II. Capacity to Replicate

A. Replication

As detailed in the previous section, AMA has built an increasingly strong track record of success since opening in 2006. In fact, in 2012 80% of our students scored proficient in reading and math on the ISTEP. That same year, Indiana State Superintendent of Public Instruction, Dr. Tony Bennett, recognized AMA along with eight other schools for the exceptional growth our students made on the state's high stakes assessment. Our ISTEP proficiency has continued to increase each year. In 2014, 83.5% of our students scored proficient on the ISTEP.

We are very proud of our school's accomplishments; yet, we are faced with a challenge each year when our 5th grade students are promoted. Without a designated middle school for our students to attend, parents are faced with navigating the education landscape and finding the right next school for their student. This results in our cohort of rising 6th graders being dispersed to various schools and, we believe, losing some of the momentum and progress they built up through years of the academic rigor and achievement-oriented culture at Avondale Meadows.

We are applying to the Indianapolis Charter School Board for the opportunity to replicate our model through establishing a new 6 - 8 middle school. This school, *Avondale Meadows Middle School* (AMMS), will build on the structures that we've built and curriculum we've used at AMA, extending our impact on scholars through the critical middle school years and preparing them for our city's most rigorous, college-preparatory high schools.

We are confident that we have the resources necessary to open a middle school. We have a strong and engaged board with immense collective knowledge on what it takes to start a school. We have a tried and true curricular model from kindergarten through 5th grade and are already in the process of extending that through middle school at our sister school, *Vision Academy @ Riverside* (VAR). We will draw upon the pool of talented teachers and administrators at both AMA and VAR to help us supply AMMS with the essential knowledge and professional necessary to build a great middle school.

Through the tireless work of our team and in partnership with the love and commitment of our families, we believe through AMMS that we can make an even greater difference in the lives of children in our city.

B. Charter History

In 2012, the Indianapolis Charter School Board renewed *Avondale Meadows Academy's* charter, granting our team seven more years to significantly change the lives of the students in our care. The Charter Board cited the strong track record of academic, operational and overall excellence that AMA has built over time as the primary reason for its decision to renew. In January 2013, the Indianapolis Charter Board granted the AMA Board its second charter, specially allowing us to create *Vision Academy @ Riverside*, which opened in late July 2014 on the city's near west side. We're encouraged by the strong start that VAR has made and excited by the opportunity to serve students from Kindergarten through 8th grade at VAR, replicating the success we've had at AMA and extending that success through the middle grades.

AMMS is a simple, common-sense extension of this plan, extending the reach of our schools and their outstanding service to students and families through the middle school years. If successful in our application for AMMS, the AMA/VAR Board would, in effect, oversee three separate schools, serving up to 1,300 students, K-8, on both the near east and west side of Indianapolis.

Assuming our application is successful, VAR and AMMS, together, would serve over 500 students, grades 6-8; even more, these schools will grow, innovate, solve common problems and share resources in ways that are especially well-suited for middle school students and allow the campuses to continuously support each other's on-going development.

Today, the AMA/VAR Board has not identified plans to grow beyond the three schools. Our intention to open AMMS is a direct result of our desire to extend our program at AMA and better serve our current students and families. Again, it is an extension of our current work, not an entirely new venture. Beyond AMMS, we intend to explore opportunities to open more schools only if we believe we can maintain the quality consistent with our expectations and the service we currently provide the kids and families of VAR and AMA. While we strive to make a genuine difference in in our city, our first duty remains: Providing the students and families of AMA/AMMS and VAR the strongest possible education and bright future that accompanies college success. In short, our Board consistently prioritizes quality over quantity and depth of impact over breadth.

C. Need

The City of Indianapolis

According to the National Assessment of Education Progress (NAEP), just a third of Indiana's eighth graders are proficient readers and math students (Center for Evaluation and Educational Policy, 2013). The results are far more difficult for students in our urban areas, like Indianapolis, where students often grow up in poverty. In 2013, less than a quarter of eighth graders achieved proficiency in math and reading (www.nationsreportcard.com). On whole, there are far too young people keeping up with the education required for a high-skilled, technology-based global economy.

Proficiency levels among today's students (and tomorrow's citizens) are worse among Black and Latino students - the majority population in most urban communities. Indianapolis stands out as particularly low-performing. For instance, in 2010, the Schott Foundation identified Indianapolis as one of the top ten cities with the largest gap between the graduation rates of its African-American males and that of its White males – a 30 percentage point gap in achievement. Overall rates have improved in the last five years; yet still, in 2012, African-American boys were nearly 50% less likely to graduate from high school than white students; reading and math proficiency among African-American and Latino eighth graders were just a quarter of the proficiency rates among white males (Schott Foundation, *Black Boys Report*, 2013)

Clearly, our country, our state and our city are suffering through an alarming gap between the education required in a 21st century economy and that which we are able to provide for our families. The fact that this gap is widest among low-income families only heightens the seriousness of this issue. Indianapolis, specifically, ranks 45th among the 50 largest metropolitan areas in the United States in the likelihood that a low-income child will significantly improve his/her economic situation as an adult (Chetty, Hendren, Kline and Saez, 2013). In other words, our city's inability to present our low income students with real opportunities to improve their lives through educational opportunity is among the worst in the nation. This fact not only presents significant challenges to the economic health of our city but also our commitment to principles of freedom, equality and opportunity on which our democracy depends.

Across the country, most educators point to the middle and high school years as the area of K-12 schooling where we have our biggest challenges. Too many students who have encountered

some success in elementary school struggle in middle school. The work grows more difficult, the expectations of independence and maturity grow higher, and the distractions loom larger. These trends are evident in student achievement results. According to the nationally-normed NAEP test, our fourth graders are nearly 1.4 times more likely to meet grade level standards in reading and math than they are four years later, as eighth graders.¹

Indianapolis is no exception to this trend. Among students enrolled in the school district in which AMMS plans to locate, the percentage of proficient math students declines 15% between fourth and eighth grade; the percentage of proficient readers drops over 20%. And, if further high stakes tests are any indication, students rarely recover from the challenges they first encounter in middle school, for proficiency rates on the End-of-Course Assessments (ECA's) in Algebra and English within Indianapolis's largest school district are even worse.^[2] Clearly, the economic mobility and overall opportunity of our city suffers from the absences of quality schools, particularly those that serve students in their adolescent years.

A Home for Avondale Meadows Academy "Graduates"

It is clear that there is a great need for quality middle school options in our city. A brief analysis of the various public schools serving students through eighth grade within three miles of AMA reflects an array of choices for families; yet, many are relatively exclusive or unique in design or even in their admitting requirements. *Tindley Prep* and *Tindley Collegiate*, for instance, present strong options for parents interested in single-gender education for their middle-school age son or daughter. *Sidener Academy* offers an exclusive environment for those who may be regarded as "high ability." None, however, offer an inclusive environment for students, regardless of gender or previous academic performance. These broader needs are compelling.

Of course, our primary desire in applying for a middle school charter stems from our interest in better serving AMA students who are promoted from 5th grade. Each year, our parents of fifth graders must navigate the process of finding a middle school option for their children. Countless parents ask for guidance and plead with our team to consider expanding to middle school. Families live in the AMA area - approximately 60% reside within 3.5 miles of the school - and demand better options for their middle school-age children.

Currently, our students disperse and attend a variety of middle schools in Indianapolis. While we lack longitudinal data on performance of former AMA scholars beyond fifth grade, parents and guardians regularly return to relay just how challenging the middle school transition is for their scholar. Many attend a school within the Tindley Network; yet, a significant number leave; as their parents report, their children just don't fit with the school's discipline policies or narrow model of instruction.

Additionally, studies show that academic results often drop most when students transition to middle school². We're confident that by replicating our model at the middle grades, we could minimize the negative progress that often comes with middle grade education. While AMMS will be open to all, we expect that as many as 75% of our students would come from AMA, allowing us to seamlessly build upon the culture and model we've build at the elementary level. As our name grows and word of AMMS's success grows, we, too, will grow, serving as many as 120 sixth graders - about half of whom we expect will have been with AMA in fifth grade.

¹ <http://nationsreportcard.gov>

² <http://educationnext.org/stuck-in-the-middle/>

D. Governance and Management

Nearly ten years ago, a group of community and civic leaders came together to start a new school in the Meadows community. They became the Board of the school located at 3980 Meadow Drive which, in April 2014, became known as *Avondale Meadows Academy*. Under the close oversight of this Board, AMA has steadily improved both its academic performance and financial stability. Today, AMA is an A-rated school and meets or exceeds standard in most measures of the Indianapolis Charter Board's Accountability Framework, evidence of its strong standing among charter schools across Indianapolis.

As mentioned earlier, the AMA Board, satisfied with the school's steady academic progress and financial stability, set out to start a second charter school elsewhere in the city in approximately January 2012. In large part, the team believed it could replicate the successful strategies and systems we had built at AMA in another location and, thus, serve more kids. Two and a half years later, the AMA Board opened *Vision Academy at Riverside*, a preK-6 school currently serving 260 students on the near west side of Indianapolis.³ Within five years, we expect VAR will grow to serve over 500 students, grades preK-8. By 2020, AMA and VAR together will provide over 1,000 young people in Indianapolis a rigorous, college preparatory elementary school education. AMMS will enable us to further our impact, serving over 1300 students and, even more, extending our service for all students who stay with us through eighth grade.

Last month, the AMA/VAR Board formally expressed its support our proposed charter for *Avondale Meadows Middle School*. (Board Minutes, documenting this formal step are included in Attachment A.) Thus, at full enrollment, we expect AMA, VAR and AMMS together will provide over 1300 students and their families a top-notch, college preparatory education, preparing students for our city's most rigorous high schools

In order to provide effective oversight and appropriate levels of attention to all three schools, our Board anticipates recruiting new Board members familiar with the needs, the stakeholders, and supports within the various communities we serve. Once we identify individuals with the necessary expertise, a small team, led by our Board Chair, will reach out to individuals suggest to the Board, interview interested candidates, conduct the necessary background check and due diligence and invite him or her to join our Board, a process similar to that which we have employed in adding Board members previously.

In addition, our Board, in close coordination with each school leader, will also organize an Advisory Board at *each* school. Each Advisory Board will have 3-5 local leaders, including at least two parents of current students, a neighborhood resident, a local civic leader and a sitting Board Member. We expect the Advisory Boards to be an important vehicle through which each school maintains close connection and is highly responsive to the communities it serves.

Based on our experience with other charter schools, we submit this application for AMMS with a deep understanding of the important role local Boards play in the strength, stability and sustainability of our schools; thus, we are as invested in the development of the AMMS Advisory Board as any other aspect of our newest school.

³ In May 2014, *Vision* entered into a three-year partnership with *Early Learning Indiana* to provide high quality educational programs and childcare to four year olds within two classrooms, specifically designed for young children.

Operating as an existing Board for over 10 years, the AMA Board employs clear procedures and processes through which we orient new Board members both to basics of school management and the responsibilities of Board Members. (We include in Appendix C a copy of our Board's Articles of Incorporation as well as its Bylaws.) The AMA/VAR Board has also convened yearly retreats, during which we have allocated time for long-range planning as well as specific areas of Board oversight and responsibility. Most important of all, as detailed below, the Board has considerable board-level experience and expertise in both non-profits and, specifically, charter schools. We expect that the relationships between Board members may be the most supportive of all in helping new members of our Board appreciate the important role they play in our schools' long-term success.

Note: From this point forward, we refer to the Board overseeing AMA, VAR and AMMS as simply the Meadows Board. Although the name does not yet reflect VAR's work on the west side of Indianapolis, we simply use it here to minimize any confusion. Should AMMS's application be accepted and the location of our next school be settled, we will determine how best to refer to the Board that oversees each school.

Board Members

Below is an overview of members of our current Board of Directors and the length of time each has served on our Board. See Appendix C for a more detailed resume/biography of each board members and a fuller description of the knowledge, skills, and experiences that each of them bring to the our team.

- Charlie Garcia (Board Chair): CEO, Garcia Construction Group (10 years)
- John Ackermann (Treasurer): Managing Director, Cardinal Equity Partners (3 years)
- Kelly Braverman: Vice President of Operations, IU Health (2 years)
- Judith Hall: Veteran Educator and Coach in IUPUI's Teacher Preparation Program (4 years)
- Lois Johnson: Educator, Camp Director and AMA Grandparent (10 years)
- Rose Mays, PhD.: Professor of Nursing, IUPUI (Retired) (10 years)
- Shirley Thomas: Envir. Health Specialist, PTO Executive and AMA parent (5 years)
- Darrel (Gene) Zink: Chairman and CEO of Strategic Capital Partners, LLC. (10 years)

Together, Meadows Board includes four of the eight original Board members who started AMA ten years ago and together have well over 100 years of board experience within nonprofits and, specifically, educational nonprofits in Indianapolis. Ms. Johnson and Dr. Mays were critical to AMA's initial development and student recruitment; Zink has served as an important leader in the overall resurgence of the Avondale Meadows neighborhood – an area among our city's most dangerous and impoverished just ten years ago.

More recently, Ackermann, the Board's Treasurer, has lent considerable expertise to the schools' transition in accounting vendors, which, in turn, required the school adapt several new systems through which to track its spending and overall budget management. In full, each member of the Meadows Board has served as an important resource and director, ensuring the schools maintain the highest levels of transparency in operations and commitment to the students and families they serve.

Board Responsibilities

Consistent with the current practices, the Meadows Board will be responsible for the sound fiscal management of AMMS. This includes approval of the yearly budget, monthly review of the applications of that budget, and the selection of an approved auditor who will complete a yearly

audit as prescribed by Indiana statute. The Board will also oversee all policies and amend or adopt new policies, as necessary and approved through appropriate Board action. The Board will review all school policies on an annual basis and assure they are consistent with the guidelines of Federal and State law and the principles of effective, efficient, and safe management.

The Meadows Board will maintain standing committees that will have prescribed duties and responsibilities as outlined in the bylaws. The standing committees will consist of, but not be limited to, an executive committee, a finance committee, a human resources committee, and a development committee. The Board intends to follow its current by-laws, governing its processes for determining membership, and, of course, follow the Indiana Statute requirements regarding public records and public meeting laws. The Board will amend these by-laws as necessary, given new responsibilities associated with the oversight of multiple schools.

The Board will commit to scheduling and attending an annual board retreat, at which point they will prioritize evaluating board member responsibilities and effectiveness, along with spending time in development along priority areas as identified by the board chair and principals. Additionally, our Board Chair and principals will train and orient new board members through an onboarding process used in orienting previous newcomers.

The Board will supervise AMMS's principal, who is responsible for the overall quality, finances, and development of AMMS. With the Board's oversight, AMMS principal assumes responsibility for hiring and supervising AMMS's team and report monthly on the progress and quality of the school. Our Board will also review and approve the cash flow on a monthly basis and approve the budget each year. The Board will also receive an operations brief at each meeting, detailing matters of interest or concern involving all school operations on a monthly basis.

As mentioned above, AMMS will also convene meetings at least five times a year of its Advisory Board, composed of at least 3-5 local leaders, including 1-2 parents of current students, a neighborhood resident, a local civic or business leader and a current Board Member. AMMS's Advisory Board will guide and advise the school as to the quality of its service and effective communication with the community it serves. Also, the Meadows Board Member on AMMS's Advisory Board will assume responsibility for reporting regularly to the Board, relaying issues, concerns, and achievements at AMMS. We expect to convene the first meeting of AMMS's Advisory Board the third week in September in the year the school opens.

School Leader Selection and Responsibilities

AMMS has not yet identified its first principal. Currently, our team includes a number of different leaders, serving in a variety of different instructional and operational roles within our schools. Similar to means through which we found our leader for VAR, our current leaders are confident that AMMS's principal and key members of our instructional team are likely to emerge from the leadership of our existing schools. Over time, we have found leaders who develop within our small group of schools are commonly most familiar with the systems, principles and procedures of our model and prepared to adapt them to the specific developmental needs of young adolescents.

Generally, in selecting AMMS's first principal, the Board and AMA and VAR current leaders will use a number of essential criteria, critical to the demands of a charter school serving a high-needs community. They include, but are not limited to:

1. Mission-Driven
2. Character
3. Ability to communicate
4. Ability to work in a team environment
5. Educational background
6. Specialized training
7. Attitude, Energy and Enthusiasm
8. Knowledge of curriculum and overall objectives of the charter school
9. Referrals/recommendations
10. Experience
11. Evaluations
12. Community participation
13. Certification

The AMMS Administrative Team:

As mentioned elsewhere, the Board decided, based on our expertise and the need for strong, non-selective schools in Indianapolis, to focus specifically on a small school serving students, grades 6-8. In its first year, AMMS will start with a staff of just six staff members, including a principal, who based on his/her qualifications is also likely to teach part-time. The school will depend significantly on resources available through its affiliation with AMA and VAR, including sharing a Special Education Director and Counselor.

Kelly Herron, AMA's current principal, will also be deeply involved in AMMS. She has served as an AMA teacher and administrator since its first year and has extensive knowledge not only of AMA's model but also the students and families we serve. We expect her involvement in AMMS to be a critical resource, ensuring the school's long-term success.

In its second year, AMMS will add a half-time Business Manager and Assistant Principal to its administrative team and make its counselor full time. By its fifth year, AMMS will employ six full-time administrators and a Special Education Director, who will spend two days a week looking after AMMS - a division that we have proven effective in AMA's coordination with VAR this year. In detail, AMMS's administrative team will include:

- Principal: Building leader responsible for all aspects of the school's operations and academic performance as well as its communication and relationships with the Board of Directors.
- Assistant Principal: Leader responsible for daily operations of the school and specific aspects of school procedures, systems, culture and academics, based on the profile and contributions of other members of the administrative team.
- Director of Curriculum and Instruction: This person will coordinate the school's support and development of its teachers and help teachers use a variety of different formative and summative assessment tools to measure student achievement.
- Dean: Leader will manage the overall school culture and support the college going atmosphere. This person will work closely with the principal and Assistant Principal to ensure the campus is a safe, supportive environment for every learner.
- Business Manager: Support staff responsible for business management, including accounts payable, receivables, compliance reporting, grant management and other duties assigned by school leader.

- Special Education Director: Leader responsible for special services for students who qualify for special education and have limited English proficiency. He/she will ensure program complies with all federal and state reporting requirements.
- Counselor: Leader will work closely with Dean to ensure the campus is a safe, supportive environment for every learner. He/she will provide small group and individual counseling and oversee school-wide programs impacting students' socio-emotional development.

We include more detailed descriptions of each of these positions in the Human Resources section.

Within this model, the Principal, Assistant Principal and Director of Curriculum & Instruction will work closely in leading AMMS's professional development. Along with its lead teachers, AMMS's administrative team will regularly observe and evaluate instruction and, generally, ensure high quality instruction and engagement across the curriculum. Given variation among student needs (socially and academically) from grades 6-8, we also plan to identify cultural leaders within the school, who will be responsible for maintaining a safe, responsive learning environment in the school, which will be managed differently based on the developmental needs of sixth, seventh and eighth graders.

Lastly, our schools' model rests heavily on teacher leadership. In addition to their responsibilities in the classroom, we also expect to ask our more veteran teachers to assume grade-level or subject-area leadership. Both kinds of positions are essential to our school. Grade-level leaders' primarily look after the culture of our school and its students, especially those who may be struggling or need extra care. Subject-area teacher leaders look after the vertical coherence of our Core Knowledge curriculum and the academic rigor of our programs in English, Humanities, Science and Social Studies. When fully staffed, we expect our Dean and Assistant Principal to convene and facilitate meetings among our grade-level leaders; our Director of Curriculum and Instruction will regularly meet with subject-area leaders to review curricula, assessment schedules and instructional standards to be shared across the faculty. Please see Attachment B for AMMS's organization chart, outlining the school's staff structure and various positions we expect to fill by the school's fourth year.

Criteria for School Leader Assessment

AMA and VAR Leaders, in close coordination with the Board's Executive Committee, are in the process of developing a leadership rubric, adapted from the *RISE Principal Effectiveness Rubric*. This tool will be able to be used to assess the performance of each principal, including AMMS. The Board's Executive Committee will use this rubric to evaluate each school's principal and report annually to the full Board. Please see Attachment C for domains and competencies captured in the School Leadership Rubric. You can also view the rubric in its entirety at www.riseindiana.org. In short, this rubric holds the school leader accountable for:

- Human Capital Management
- Instructional Leadership
- Student Learning
- Personal Behavior
- Building Relationships
- Culture of Achievement

In order to reflect the additional responsibilities of a school leader, the Board also asks each principal to draft and propose annual goals, detailing metrics in Academics, Financial

Management, Operational Compliance, Budget and Community Involvement. Together, these goals regularly reflect the full range of responsibilities that regularly accompany charter school leadership and the particular needs and priorities of each specific school year.

Succession Plan

In the event that the principal is not meeting expectations for successfully leading the school, the Board will work within its Executive Committee to create an improvement plan aligned with the school's mission, goals and performance metrics. This plan will include specific objectives with a timeline for successful completion. This timeline will use the framework and criteria detailed in the RISE Principal Effectiveness Rubric. The Executive Committee or its designee will monitor closely the principal's improvement and relay progress to the full Board, as necessary. The Executive Committee will consult with and seek the input from AMMS's School/Community Advisory Board, as necessary and in confidence. If Board Committee or its designee does not see significant and timely progress significant, the principal will be dismissed, and the Board will begin an immediate search for a new school leader.

Collectively, we believe the Meadows Board and our current schools' leaders are an especially strong team with extensive experience in charter schools serving students and families who have traditionally not pursued post-secondary education. The Board and school leaders come to the challenge of building a great middle school with a great deal of experience transforming AMA into an A-rated elementary school and in starting a new school in VAR.

Our team has consistently maintained the highest expectations and levels of professionalism in leading our schools. While we extol the accomplishments of our team and their accomplishments as leaders, we believe it is equally important in how they have kept young people a priority, never wavering in their belief in the power of great schools.

E. Financial Management

AMMS will follow or replicate the central business practices of AMA and VAR, especially as it is building strong operational practices in its early years. Prior to opening the school, we will develop accounting procedures and undergo a procedural audit in order to identify areas of possible concern. Among other procedures, we will require principal approval of every transaction and Board approval of expenses in excess of \$10,000. The Board must also approve all contracts that involve a financial or capital exchange. In the first year of operation, AMMS will share a business manager with AMA. This strategic decision will ensure sound operational practices in the critical first years of the school as well as reduce staffing costs. After business practices are in place and the scale of the office needs have grown, a new business manager will be hired and trained. The business manager will manage day-to-day business procedures (i.e. vouchers, payment and receipts). The Board will approve all transactions monthly.

The AMMS Principal will meet monthly with our account manager to review the financial status of the school and discuss upcoming projections. These results are then presented to the Board each month. This process ensures that all stakeholders are informed of the integrity, mission-alignment, and management of the school's finances. Prior to the end of each fiscal year, the schools' principals will meet with the account manager to draft a budget for the following year. They will review assumptions for the coming year (i.e., increase in technology, staff growth, enrollment increase, facility repairs, etc.) and revise as needed. Once finalized, each principal will present his/her budget to the Board for approval.

AMMS will contract with *Indiana Network of Independent Schools* (INISchools) to handle financial management. INISchools operates under *Goodwill Education Initiatives* and manages accounting for the 10 schools under their umbrella as well as several additional charter schools throughout Indiana. They will support and train AMMS in all aspects of financial management, including payroll processing, budgeting, grant management, and financial reporting. See Attachment D for a draft service proposal from INISchools.

The Meadows Board will lead the school's fundraising efforts. If our application is approved, the Board may seek to hire a Development Director to work with all three schools to raise funds. This person will also focus on securing grants and donations that fit our needs and academic program. Similar to our initial work at AMA and VAR, we prioritize cultivation of donors and "friend-raising" in order to familiarize potential supporters to our new school, its program and its impact, before we ask for financial gifts.

AMA has a history of strong financial management, meeting or exceeded standard on most finance-related standards in the MSCS Performance Framework. In FY14, AMA did receive a "Does Not Meet Standard" rating due primarily to delayed submission of the FY13 audit and adjustments that were not incorporated into the FY14 financial statements. In order to avoid similar issues in the future, the school is not partnering with a different auditor and has an internal goal of completing prior year audits by October 15 of each year.

F. Budget

This section outlines our financial plans and expectations over the next six years – July 2015 through June 2021, with a focus on our first year of operation. With the expense and revenue history of our two existing schools as a strong baseline, we have planned conservatively and are confident that we'll be equipped to serve our students well under the most restrictive financial forecast. In the section below, we outline our anticipated revenue and expenses as well as the assumptions that guide our budget allocations.

Table 1 shows a summary of our projected revenue, expenses, and cash balance for the first years of operation. More detailed versions of our 5-year projections and first-year cash flow can be found in Appendix A.

Table 1 – Summary of 6-year Revenue and Expenses

	Pre-Opening	FY17	FY18	FY19	FY20	FY21
Total Revenue	\$150,000.00	\$ 82,280.40	\$1,085,945.88	\$1,590,277.86	\$1,783,484.16	\$2,092,611.84
Total Expense	\$134,893.00	\$787,700.04	\$1,046,162.10	\$1,500,415.33	\$1,724,863.66	\$1,954,939.73
Net Income	\$15,107.00	\$(5,419.64)	\$39,783.78	\$89,862.53	\$58,620.50	\$137,672.11
Beginning Cash		\$15,107.00	\$9,687.36	\$49,741.14	\$139,333.68	\$197,954.18
Ending Cash	\$15,107.00	\$9,687.36	\$49,741.14	\$139,333.68	\$197,954.18	\$335,626.28

Revenue Assumptions

In Year One, AMMS expects to receive \$517,481 in basic grant or pupil tuition. This revenue assumes almost \$6,900 per student basic state and local aid, slightly below what we currently receive per child at AMA. For budgeting purposes, we assume this amount will remain constant over the first five years of AMMS's operation. All other grant income is proportional to that which we currently receive at AMA and increases solely as enrollment grows.

We have included \$300K in income from AMA, \$150K for the school's planning year and another \$150K for the first year of operation. This will come in the form of an interest free loan to be repaid over five years and is consistent with the financial support that AMA provided VAR during its start-up phase.

Finally, though we've not included the income in our budget, we plan to pursue two additional sources of start-up funding. First, we plan to apply for Charter School Planning Grants in our planning (year zero) and implementation (years 1 and 2) phases. Assuming successful application, we have budgeted approximately \$100K for our planning year and \$150K during the first two years of implementation. We also intend to apply to the Walton Foundation for both its planning grant (\$30K) and its implementation grant of \$220K. Should we receive some or all of this grant money, this may mitigate the need for the AMA loan that is currently reflected as revenue in year zero and year 1.

Expenditure Assumptions

Salaries & Benefits: AMMS projects \$343,750 in salary and benefits expenditures during its first year of operation. With only 75 students, this budget assumes an especially lean staff with many shared resources with the AMA. Specifically, the schools will share SPED staff, a counselor, and specials teachers. Additionally, AMA's business manager will manage all financial transactions for the school's first year of operation. We have allotted \$45K for each teacher on our staff, based on average salaries at VAR and AMA. We've allotted \$35K for each intervention teacher, based again on our experience at AMA and Vision. Payroll taxes and benefits costs are estimated at 25% of total salary - \$67,500 in year one; this estimate is consistent with benefit expenses at AMA and VAR.

Equipment: AMMS anticipates spending \$145,721 on supplies, materials, and equipment in Year One. We base AMMS's equipment and supply assumptions on our experience at AMA and VAR, adjusting for lower enrollment. Specially, we've assumed:

- \$58/student for office/admin supplies
- \$125/student for classroom supplies
- \$36,000 for equipment and technology rental, half of costs at Vision Academy
- \$7750/classroom for furniture, plus \$5K for admin furniture
- \$18K for one cart of laptops, \$15K for infrastructure costs (servers, wiring, access points), \$7K additional technology related equipment
- \$20,000 for curricular resources

Professional Services & Travel: AMMS anticipates spending \$167,113 on professional services and utilities. This cost includes student field trips, insurance, professional development, food service, accounting fees, and other professional services. Again, assumptions are based largely on spending history and experience at AMA and Vision.

- \$1,875/mo for cleaning services, which may vary depending on facility
- \$165/student for instructional professional services, assuming AMMS has SPED percentage similar to VAR
- \$32K for account services through INISchools, extending current AMA/VAR contract
- \$2300/mo for technology support, assuming one half-day onsite support from Spectrum Technology and infrastructure support comparable to AMA and VAR
- \$25/student for field trips
- \$150/mo for professional development, assuming joint trainings with AMA and VAR

- \$5400 for SIS (PowerSchool), assuming added location to AMA and VAR's existing contract

Facilities: As described in the facility section of our application, we intend to pursue one of two cost-effective facility solutions for our first years as a school.

1. Lease modular classrooms and locate them on the current AMA grounds or
2. Purchase an empty IPS facility, currently owned by another charter network.

Our proposed budget assumes we will pursue #2, which is more expensive option. All together, we allot \$141,316 for our facility costs in year 1. This includes nearly \$3000/month in rent under the assumption that we purchase the said facility for \$400K with a 3.92%, 15 year loan. AMMS does not intend to use more than half of the space VAR currently occupies in its first year; however, we've budgeted utilities at 70% of what VAR projects to spend in 2014-15 – its first year.

Serving Special Student Populations: Our staffing model includes a shared SPED director and SPED intervention teacher during year one. We've adopted a similar practice at VAR in its first year and found it to be an effective means to meet compliance requirements, train staff and, most important, meet special students' learning needs. This staffing model allow us to slowly build AMMS's SPED/Intervention Team through year five, when AMMS expects to hire its own SPED Director in addition to two full-time intervention teachers, trained in SPED. Additionally, we've budgeted funds for contracting with external partners to provide speech as well as physical and occupational therapy as required in specific students' IEP. For a detailed explanation as to how we expect to serve students with special learning needs, please see the Special Student Populations later in this application.

Contingency Plans

In the event that we experience a budget shortfall or low enrollment, AMMS will take all necessary measures to maintain financial stability and continue operating with a feasible budget. This will require strategic allocation of monetary and staff resources. Our options include (in order of priority):

- 1) Reducing non-personnel expenses, including office supplies, furniture, technology and school service providers.
- 2) Explore avenues for generating revenue, including renting unused school space, if applicable, to outside organization (provided it does not compromise school safety).
- 3) Requesting Meadows Board approve allocation of additional support from AMA.
- 4) Negotiating favorable loans or credit lines with local financial institutions, based on AMA or Meadows Board members' guarantees.
- 5) Reducing staff that are not currently serving as classroom teachers, including administrators, or the numbers hours/days they work.
- 6) Reducing non-essential services to scholars, such as the funds allocated to athletics, clubs, and after-school activities.

Obviously, none of these options are ideal; however, all reflect the steps we are prepared to take to provide AMMS scholars with the strongest possible service with limited resources.

G. Risk Management

AMMS is committed to providing a safe environment for all of its scholars and staff including carrying required levels of insurance. AMMS will work with *Gregory Appel Insurance* to explore

risk management policies and insurance options. AMMS recognizes that the cost estimate will be revised once a building has been identified, and is contingent upon the insurance company's review of AMMS's health, safety and professional conduct policies. As recommended by *Gregory Appel*, as well as required by the Mayor's Office, AMMS insurance coverage will include:

- Commercial General Liability: \$1,000,000 per occurrence; \$2,000,000 aggregate
NOTE: Comprehensive General Liability insurance will cover Corporal Punishment Liability and Athletic Participation Medical Coverage.
- Directors' and Officers' Liability/\$1,000,000 per occurrence; \$1,000,000 aggregate
Educators' Legal Liability/Employment Practices Liability
- Sexual Abuse Liability \$1,000,000
NOTE: Sexual Abuse Liability is a separate policy or a separate coverage part with limits independent of other coverage parts in the General Liability policy.
- Automobile Liability \$1,000,000 combined single limit
- Umbrella (Excess Liability) \$5,000,000 per occurrence; \$5,000,000 aggregate
NOTE: Umbrella policy includes: Commercial General Liability, Directors' and Officers' Liability/Educators' Legal Liability/ Employment Practices Liability, Automobile Liability, and Sexual Abuse Liability.
- Workers Compensation Liability as required by Indiana law

See Attachment E for an estimated cost of the coverage. An endorsement can be added to the policy naming City of Indianapolis, Mayor's Charter Schools Advisory Board, related entities, and their respective officers, employees, and agents as additional insureds.

III. Support for Learning

Support for Learning at AMMS will differ from AMA only in ways that it must adapt to the unique needs of young adolescent students and the demands of rigorous high schools for which we are preparing them. Our principles remain unchanged.

At AMMS, we believe that every student deserves to learn in a safe, positive environment. Building this kind of school culture begins with AMMS's staff. Students learn best within an environment that is consistent, appropriately structured and overwhelmingly supportive and encouraging. It is the responsibility of the teachers and administrators within a school to create an environment in which each scholar has the confidence to take academic risks, try new things and learn from his/her mistakes.

In order to facilitate consistency and coordination among our faculty, leaders at AMA and VAR have found it most effective to create a Culture Rubric, detailing staff and student expectation at each stage in the day and the various fora in which all students come together. Building upon the rubric originally developed at AMA, the AMMS principal will be expected to work closely with his/her team to adopt a similar tool at AMMS and, in doing so, define the specific systems, procedures and expectations the faculty will use to reinforce positive behaviors and reward hard work. Please see Attachment F for a complete version of the *AMA Culture Rubric*, which outlines best practices that will maintain a strong school culture. AMA and VAR regularly use this tool to help them evaluate the strength of the school's culture and the consistency of staff members - a practice AMMS will certainly adopt at its school.

Our expectations for student conduct are best conveyed through our school's core values, which we refer to as our "Be-Attitudes," and our school's rules. When individuals within our community make choices that are unsafe, disrespectful of others' interest in learning or generally not supportive of a school culture, our team tries to use these opportunities to

encourage ownership, reflection and learning. Significant, tangible consequences commonly help members of our community appreciate the import of their unsafe or disrespectful conduct, remember the learning and encourage correction.

Over time, we have learned through AMA and VAR just how critical our parents are to the strength of our school culture and, thus, invest in our parents nearly as much as we do in our students. Later in this section, we detail the various ways in which we expect AMMS will communicate with families and encourage involvement in their child's education. All of these factors represent our collective efforts to build the overall environment conducive to preparing our scholars to leave us well prepare for our city's rigorous high schools.

Positive Culture

As a school community, AMA will continue to focus on five core values. At AMA and VAR, we call these principles "the Be-Attitudes." In Table 2, we list them along with a list of behaviors that define each value within our schools.

Table 2 – AMA Be-Attitudes

Category	Example
Be Prepared	Arrive on time every day Come to school ready to work Complete assignments on time with best effort Come to school in full uniform with completed homework
Be Respectful	Students understands the teacher's importance and follows directions consistently. Students allow others around him/her to do their work STudents tell the truth at all times and act with honesty
Be Engaged	Model SLANT posture Ask questions, seek help if needed Use class time efficiently, putting forth your best effort
Be Professional	Walk properly in hallways, minimizing transition time Use precise language (correct vocabulary, complete sentences, etc.) Admit mistakes, accept consequences, and continually work to be one's best
Be Polite	Use appropriate words like "please" and "thank you" with classmates and adults Work effectively with other scholars and as a member of a team Be polite to others and expect the same from them

We expect in time, particularly as AMMS expands to serve seventh and eighth grade, that our students might push us to employ different "be-attitudes" or, at least, use different language in which to describe them. Given so many are likely to come to us through AMA, students may associate the "be-attitudes" with elementary school and, thus, ask for something different. Such instances present perfect opportunities to differentiate our model to better adapt to the unique

needs of middle school students; it also encourages buy-in or investment from students, who are more likely to participate in a culture and follow rules that they helped generate. Thus, we may, over time, adopt a different system through which to summarize the values essential to our school. Involving students in this process reflects a central aspect of our school model and our strategy to build a sense of belonging among all students in our school.

Dress Code

Full school uniforms must be worn at all times (including appropriate and approved belts and shoes). Students who fail to come to school in complete uniform will be expected to contact their parents in order to retrieve the clothes or shoes required. We will maintain a uniform closet within the school in attempts to accommodate those who fail to come to school in uniform. However, if the school is unable to supply the appropriate clothes or the parent cannot be reached, the student will be required to work from the office or sent home depending on the number of uniform infractions the student has accumulated. Students outside of the full proper uniform will not be allowed to attend class.

Merits and Demerits

In order to reinforce and encourage decisions aligned with a safe, respectful school culture, AMMS expects to use a merit/demerit system, similar to that which AMA and VAR use at fifth grade and above. Students earn merits for meeting and often exceeding expectations. For instance, students may earn merits for simply arriving to class prepared (on time and with homework complete) or fully completing an “exit ticket,” assessing student mastery at the end of class. Students also earn merits for helping classmates without being asked, taking academic risks or conducting themselves in some other manner that reinforces a rigorous, college-going culture. Students, in turn, may use merits for special privileges within the classroom, cafeteria or after-school.

Over the course of the year, students are also encouraged to save merits for “bid trips.” As we’ve begun to employ at VAR, faculty members organize “bid trips” when they plan to attend a special event outside the regular school day or the school accumulates free tickets to a sporting or arts event. Based on expected demand, teachers or administrators may offer to take students to the events (with parent permission) in exchange for a set number of merits. If demand to go on the “bid trip” exceeds supply, the opportunity can be auctioned off to the highest bidders (i.e. the students willing to spend the most accumulated merits).

On the other hand, a demerit is the consequence of an action that does not align with AMMS’s be-attitudes, values, and mission. Students who choose not to meet expectations will be assigned a demerit. Any member of the AMMS faculty may assign a demerit. In fact, staff orientation early on will focus on instances in which students must be assigned a demerit and how best to assign a demerit in a way that allows students to learn from and correct mistakes that might have warranted the demerit.

Table 3 - Actions that Warrant a Demerit

Category	Example
Unprepared	Out of uniform Late to class Missing materials for which scholars were responsible (not wearing eyeglasses) Excessively needing to leave class to use the restroom
Disrespectful	Talking out of turn Touching other property (feet on another scholar's chair) Making inappropriate noises Laughing at other scholars
Disengaged	Off task Not tracking speaker Out of SLANT Not on the right place in notes Getting up from seat without permission
Unprofessional	Grooming in class (fixing hair, make up, etc.) Walking slowly in hallway/improper line behavior Unprofessional language (using slang or inappropriate volume) Not following teacher directions Not following proper class procedure (e.g. tissue signal) Misusing personal or school resources Making excuses Lack of organization Disruptions in class
Impolite	Being selfish with materials Cutting in line/showing stubbornness in line Not replying when called upon

The following actions will result in a demerit every time, without hesitation:

- Speaking/running in the hallways
- Missing assignments
- Off-task work/drawing
- Talking when voice level is silent
- Showing no effort to meet countdown expectations

Understanding that students may require individual behavior approaches, AMMS will use the Response to Instruction (RtI) process, detailed later in this application, as a way to address scholars for whom the school-wide behavior system is not working or may not offer consequences (positive or negative) with sufficient frequency. Through RtI, a team of specialists is able to partner closely with parents to take necessary steps to support every learner, including those that require special care.

Office Referrals

If a scholar is repeatedly disruptive or engages in unsafe behavior, AMMS teachers, at their discretion, may refer students to the office through an “office referral form.” Upon receiving the referral, the Principal, Dean or Assistant Principal intervenes, interviewing the student or students and generally investigating the incident or circumstances that warranted the referral.

Depending on the circumstances of the referral, the administrator investigating the referral may decide to send the student to another class, retain him/her in the office or contact the family to ask that the student return home (i.e. issue a suspension). Consequences may also include after-school detention, parent conference, in-school suspension or out-of-school suspension. Extreme cases may result in an expulsion.

In some circumstances, the administration may contact the counselor to ask for assistance in helping a young person improve conflict resolution or self-management skills. In most cases, the staff member investigating the incident will contact the parent or guardian and share with them the specifics of the situation and the further consequences involved. Parents, teachers and administrators share the responsibility to teach and model appropriate behavior and/or ways of handling situations that may have led to the referral with the child. In the end, the consequences associated with office referrals simply offer greater opportunity to impress upon students the sanctity of the learning environment and the importance of learning to be a better contributor to the AMMS community.

Table 4 - Actions or Behaviors that Warrant an Office Referral

Action	Clarification
Being found out of place without a pass	Leaving assigned area without adult permission. Walking around hallways without a pass.
Alcohol, Drugs, Weapons, Gang or other inappropriate references or conversations	Bringing any of the following to school or participating in conversations or references to items listed
Profanity	Usage of any vulgarities
Dishonesty, plagiarism, cheating, stealing	Lying to teacher, copying work, or stealing materials
Speaking to or interacting with an ICS student	Talking to a student in ICS
Sexual Harassment/Gestures	Any action or behavior that makes another scholar feel threatened or uncomfortable
Fighting/Threatening	Physical altercation or premeditated with intent to harm

Detentions

Detentions will be served Monday-Friday. If scholars earn four demerits in the morning they will serve detention during lunch or their specials’ block. If scholars earn 7 demerits over the course of a day, they will lose the privilege to attend specials the next day. Any time a student

must serve detention, the teacher holding the detention will reach out to parents to inform them of the situation. Listed below are actions, which will result in automatic detentions.

Table 5 - Actions/Behaviors that Warrant Detention

Offense	Consequence	Clarification
Disrespect to Peer/ Bullying/ Gossiping	Automatic Detention + Office Referral	Name calling, put downs, “shut up”, talking negatively about others, etc.
Disrespect to Adult/ Defiance	Automatic Detention	Rude response, smacking lips, refusing to respond or follow directions, use of hand or facial gestures, etc
Inappropriate Contact	Automatic Detention	Inappropriate contact (shoving, bumping, tripping, kissing, hugging, etc.)
Phone/Electronics/ Gum/Contraband	Automatic Detention + device will be confiscated for parent to pick up in office	Using a cell phone, electronic devices, chewing gum or possessing other toys during school hours
Vandalism	Automatic Detention	Marking on books, walls, desks or other property that does not belong to scholar

Parent Involvement & Communication

We will encourage an atmosphere in which parents, administration, and faculty join in a partnership to support the academic and social growth of their child and the overall mission of our school. Our partnership works best within an environment of collaboration and a frequent exchange of important information. As a team, we intend to employ a variety of proven strategies to encourage and facilitate strong communication and partnership between parents and teachers and the school as a whole. We briefly describe a number of those tools below.

Phone and Email Communication

1. Parents will receive the voicemail number and email address of their child’s teachers in the welcome letter sent to families at the start of school year.
2. Parents may initiate conversation with their child’s teachers at any point in the school year.
 - a. The teacher and, potentially, his/her subject-area leader will handle parents’ concerns specific to a class.
 - b. Parents may opt to meet with their child’s grade level team if his/her concerns relate to multiple classes or deal with student’s overall performance.
3. Parent with concerns of school-wide issues may offer them during monthly FiT (Families-in-Touch) Meetings, share them with a member of the School Advisory Board, present them at our monthly Board meeting or take them directly to the school principal via email, phone, or school visit.

AMMS Family Newsletter

Each month, AMMS will send home with each student and via email a Family Newsletter. The Family Newsletter is designed to unite school community even as it updates families as to important events, reminders and concerns essential to the life of our school. We will also post the latest Family Newsletter on our website and keep extra copies in our Parent Corner and school office.

Grade-Level Updates

On a monthly basis, grade-level teams will put together a Grade-Level Update that focuses on the topics central to students' experience that month as well as assignments that may require parents' help. The Grade-Level Updates are the primary means through which parents can know just what their child is learning or working on at each point in the school year.

Back to School Night

Each year, AMMS will host a *Back-to-School Night*, an opportunity for parents to meet their child's teacher and find out exactly what is expected of the child as well as the parent in order to have a successful school year. At that time, parents will receive an overview of the year's curriculum as well as the grade-level team's plan for keeping parents abreast of their child's progress throughout the year. Parents will also be asked to provide contact information to facilitate communication across the school year. Parents who are unable to attend Back to School Night can meet with their child's teachers to receive the information.

Visitors and Volunteers

As a school community, AMA and VAR treasure the relationships they have with families. At each school, administrators actively encourage parents, grandparents, and guardians visit classrooms so that they might better know and understand each school's program and the success of their child.

We are equally interested in active parent involvement and participation at AMMS. The traditional expectations of parents while their student is in middle school does present a new dynamic and offer new challenges; yet, we believe - although different - it is equally important to involve families in the lives of our middle school students as it is at any other time. At AMA and VAR, we have had volunteers work in our office, in classrooms and our library/ computer lab. Through more formal programs like Read Up or apprenticeships, parents and other interested adults have helped students to be better readers, writers, musicians and public speakers.

At AMMS, we expect to involve parents and other volunteers in similar ways, particularly during enrichment opportunities after-school. For instance, AMA's on-going participation in the Read-Up program, through which concerned adults work one-on-one with students to help them become better readers and writers, presents a powerful opportunity for us to continue the tradition at AMMS. Each year, we find at least 50% of our Read-Up volunteers are returning participants; pairing them with a sixth grader with whom they read with the previous year can be not only a powerful support for the student transitioning but also for the adult, further recognizing the on-going academic development that often accompanies adolescence.

Lastly, we have found over time that in order to ensure that parent visits and volunteer opportunities occur with little to no disruption, we must have clear and specific expectations of parents, volunteers and concerned adults lending assistance in our schools. Please see a complete list of those expectations in the Volunteer Agreement in Attachment G.

Finally, we will welcome and encourage parents, grandparents, and community members who wish to volunteer in our building and help our scholars grow. All volunteers must have signed the Vision Volunteer Agreement and have a limited criminal history check on file with the office. Volunteers must also be approved by school administration to be in the building as a volunteer.

Family Partnership Plan

AMMS will emphasize the value of family engagement as a foundation for our students' academic achievement, as well as the overall sustainability that families bring to a school culture and community. From day one, our leaders will build systems to cultivate mutual trust and respect, intentional opportunities for two-way collaboration and establish quality relationships between AMMS teachers and families.

AMA's current Families in Touch (FiT) program provides us an important model on which to integrate and connect families to academic success, the AMMS community and one another. Although AMMS's leadership will play an important role in initiating the program, AMMS parents will serve as FiT's formal officers and leaders. (Parents will nominate and elect FiT officers for each school year near the conclusion of the previous year in order to allow for summer planning. AMA's FiT team organized itself into three committees; Fundraising Committee, Advisory Committee, and Education & Empowerment. We expect to offer a similar model to FiT's first participants at AMMS but otherwise leave it up to FiT's first set of leaders.

We expect to gauge and assess family satisfaction and areas for improvement primarily through AMMS's Advisory Board and/or FiT Team. Our goal is to allow families maximum access to our school leaders and afford them regular opportunities to voice concerns, present feedback to our leaders and raise questions on how our school is addressing certain issues relevant to its families. Members of the Advisory Board as well as the FiT team can, in turn, determine which issues or concerns require Board attention. Of course, within each Board Meeting, the Chair regularly offers opportunity for public comment - another point in which members of the AMMS community may share concerns with the school's central decision makers.

AMMS also intends to replicate AMA's practice of organizing Parent University Seminars at least four times during each school year. AMMS's Parent University, like AMA, aims to support parents in their quest to be active participants in their students' academic success. Each quarter, we convene seminars focused on fundamental questions of parents, such as:

1. Where does my child stand academically?
2. What are my child's strengths and weaknesses?
3. What are activities or tools I can use at home to support my child's academic success?
4. How can I empower and educate other AMMS families?

It is our belief that equipping parents with "small scale" academic tools will help them remain actively involved in their child's success and consistently encourage college attainment. Similar to our practice at AMA, AMMS's leaders will work closely with the school's FiT Team to gather feedback on topics most important to the school's parents, improvements to its Parent University program and overall efforts to further parent engagement for students in the middle grades.

A. Special Student Populations

AMMS is committed to creating a safe, challenging, and rigorous learning environment for *every* student, regardless of situation or learning profile. Our school will be open to all and committed

to providing each student a free and appropriately rigorous public education in the least restrictive environment possible. We can confidently commit to meeting the needs of every learner, because we come to AMMS with extensive experience in providing top-notch service to every student at AMA and VAR. Through our experience, we've developed a specific framework and process for serving students with special learning needs. At AMMS, we intend to replicate, adapt and improve upon our service to every learner, in keeping with the unshakeable commitment to help each student grow.

Our Approach

Our work in serving students begins with a fundamental belief in the rights of every learner to be safe, respected, and fully included in a school's learning environment. We believe deeply in the importance of building a school culture that is welcoming, safe, and challenging for every student. Principles of safety, respect and diversity are especially important in serving students with special learning needs.

In fact, the priority that we place upon safety requires that we are especially attentive to ensuring every student is not only physically safe, but also comfortable working alongside learners of varying abilities, backgrounds, and educational profiles. To ensure this, we will employ a structured school environment that allows scholars to feel confident taking academic risks. We fully endorse learning from academic mistakes, and we will reward scholars who do so. We intend to teach our students and reinforce through our language and daily rituals the importance of respecting and appreciating the diversity of perspectives and ideas, and strengths and challenges in every classroom.

In staffing our school, we expect to recruit and hire teachers who embrace the challenges of teaching students with diverse learning needs. As experienced educators, we know well the challenges of teaching students of varying skill levels. We will support our teachers in this endeavor with effective tools to measure the academic proficiency of each learner, determine his/her skills in relation to grade-level standards, tailor instruction to this student's needs and vision, and then follow his/her growth over the course of the year.

Response to Instruction

AMMS is committed to creating a safe, challenging, and rigorous learning environment for *every* student, regardless of situation or learning profile. Our school will be open to all who desire a college preparatory experience. We are committed to providing each student a free and appropriately rigorous public education in the least restrictive environment possible. Through our team's experience, we've developed a specific framework and process for serving students with special learning needs. At AMMS, we intend to replicate, adapt and improve upon our service to every learner, in keeping with the unshakeable commitment to help each student grow.

Employing a Response-to-Instruction system (RtI) ensures that no student's needs go unnoticed. This structure is used primarily as a means to organize, govern, and monitor the progress of each student, including those with special learning needs. On whole, RtI focuses squarely on a student's academic performance and growth, as opposed to simply his/her learning profile or suspected disability. We plan to use RtI in determining how we identify students with special needs, allocate resources to help them grow, and assign individuals to intervention groups based upon academic performance (rather than purely based upon the language they speak at home or an identified disability).

Each school year, we will assess all students through formal tools - such as quarterly benchmarks, NWEA (6-8) and Scholastic screeners, like *Read 180*- as well as informal means, like classroom observations and teacher or parent reports. During RtI meetings, a *Student Study Team*, consisting of staff members with expertise in special learning needs as well as the classroom teacher and an administrator, will review the performance of every student (by grade) and organize students into one of the three tiers listed below.

Tier I includes general classroom supports that benefit the growth and development of all students. Teachers may adjust or tweak these supports to address the academic and behavioral needs of specific students or groups of students; yet, they occur within regular classroom level systems and supports for young learners.

Tier II includes special supports and interventions designed to address the specific needs of a subset of students within a small group setting. These students are generally below or significantly above grade level, or they have distinct behavior needs. Students in Tier II receive special support through small group interventions under the guidance of qualified Interventionists outside of core academic time.

Within Tier II interventions, our team also offers advanced instruction to students who rapidly master or have already mastered grade-level objectives. Intervention teachers commonly allocate up to 20% of their instructional time to facilitating special reading groups and/or leading advanced mathematics work; however, equally important to our most advanced students are opportunities to apply knowledge mastery through programs like Math Decathlon, Legal Apprenticeships and Debate Teams - generally offered to students during enrichment, following the regular school day.

Tier III: includes individualized supports and interventions designed to address the specific needs of students in a special setting. T3 students are significantly behind or they have distinct behavior needs that require significant individualized attention. Along with tailored T2 supports, T3 students receive individualized assistance in class (push-in) as well as extra help outside of class. Interventions generally focus on core skills, such as reading, writing, problem solving and/or basic math skills. T3 students may or may not have a diagnosed learning disability; nonetheless, our Special Services Team members (Special Education teacher and EL teacher) and Literacy Specialists will meet with each T3 student (in small groups) at a frequency defined in the student's Individualized Education Plan (IEP) or Individualized Learning Plan (ILP).

In most cases, students will progress through these tiers, based on performance. For instance, our Student Study Team may decide, based on assessment data and in consultation with parents, to assign a student (reading below grade level) to Tier II; he/she will then receive targeted interventions associated with this tier and his/her performance will be tracked regularly. Within four weeks, the grade level team will assess the progress and achievement this student has made toward his/her established goal and determine whether or not he/she needs to be moved to another tier in our system. Student Study Teams will meet bi-monthly (or more frequently if needed) to follow the progress of each learner, identify those who might need more support (or succeed with less) and define specific measurable goals for further intervention.

If the interventions prove to be ineffective or the student is not making sufficient progress, the Student Study Team will adjust or implement a different set of interventions. The team may also

consult with the student's parents and recommend a psychological evaluation to determine whether the learner's needs warrant an individual education plan (IEP) and special education or related services.

However, there are times in which a child may need to be moved to Tier III soon after the year begins. In some cases, a returning student may have ended the previous school year in Tier III and, upon review of assessment data and in consultation with the parent, continue to need high levels of support. In other cases, new students enroll in our school with an Individualized Education Plan (IEP) that requires especially high levels of support or he/she enters our school reading significantly below grade level expectations. This is especially common at the upper grades. In such cases, the Student Study Team will review the case and commonly move a scholar immediately to Tier III, at least until we can fully determine his/her full learning profile.

Interventions, regardless of tier, are scheduled and implemented in a manner that gives students who need extra support the greatest access possible to the general education classes and curriculum. Students in Tier II or Tier III will be removed from the general education environment only as needed for support or, in other situations, when the special education services demand a modified curriculum or the provision of these services in a more restrictive environment.

Effective RtI systems require communication and clarity to ensure that students are progressing positively and all stakeholders are aware of the student's goals. For instance, the parent(s) of each student discussed within our Student Study Team receives a letter, explaining our RtI process and that we have identified a specific academic need in their student (including the learner's advanced skill, when appropriate). Each member of the Student Support Team contributes to crafting the specific goals of each student and assumes some ownership for the learner's growth.

We include a description of the assessment tools we expect to employ to measure student progress in the "assessment" section of this application. Additionally, see Attachment H for a detailed description of the process through which we will measure student progress through RtI.

English Language Learners

AMMS is committed to meeting the needs of all learners, including those with limited English proficiency or who speak a language other than English at home. The Home Language Survey, completed as part of our enrollment packet, will help us identify students who may require language support. Still, as with every other student in our school, we intend to support our students with limited English proficiency through the RtI system. We will place students who require additional assistance in Tier II or, if necessary, Tier III, based on h/her assessment data; then, during bi-monthly meetings, our Student Study Team will meet to identify methods of interventions, goals and the means to assess students' progress. The Student Study Team also takes responsibility for informing parents of their child's initial place in our RtI system and, subsequently, the progress they make each four weeks.

Best practices in serving students with limited English proficiency require that teachers employ a variety of intentional, language-based and skill-based strategies towards building students' English proficiency (See Attachment I). At the same time, our intervention team will work closely with students with limited English proficiency in supporting their mastery of explicit content, particularly at the upper grades in which our curriculum is more separated by

discipline. Based on the anticipated needs of our students, we expect to support and train our teachers to implement strategies to best serve students with limited English proficiency and consistently monitor the effectiveness of our strategies (along with our entire RtI system) through regular assessments and data analysis.

Should the needs of our students demand it, we will target through our hiring process educators with expertise in English Language Learning so that we can be sure that we have a resident expert available to support all teachers implementing best practices. Our ELL specialist will be responsible for assisting the classroom teacher in implementing strategies designed to meet the needs of students with limited English proficiency, as well as supporting our students in academic growth.

Special Education

In order to meet both the administrative and service needs associated with special education, AMMS intends to build a Special Education Cooperative with AMA and VAR in order to provide support and oversight for all three schools. Through this Coop, we will ensure AMMS meet our high standards of support for students as well as the legal and administrative requirements associated with Special Education and serving students with limited English proficiency (LEP). Our schools' Special Education Director will ensure all services are appropriate, financially feasible, and in compliance with state and federal regulations.

Our SPED Director will also ensure that AMMS's faculty is effectively trained and knowledgeable both about the students with an Individual Education Program (IEP) and the requirements outlined in the IEP that they must meet. Under the oversight of our Special Education Director, our faculty will work with each scholar's family to update the IEP as needed. The student's Special Education Teacher, his/her classroom teacher, parent, and an administrator (Principal or Special Ed. Director) will be expected to attend all meetings. Our Special Education Director will form a team that will follow checklists of specifications of (special education laws) IAC 511, Article 7, and Federal Law IDEA, ADA 1990 and Part 504 of the Rehabilitation Act of 1973, to ensure we are in full compliance with each one.

In keeping with our commitment to families, we also assure that parents of students on IEP's as well as those receiving intervention will be fully included in all appropriate school activities and functions. Parents, especially those of students with learning challenges, will be an integral part of the evaluation and program planning of their individual student. Consistent with Special Education law, every scholar that moves into the school with an IEP from a previous school will have a move in conference within 10 days, and parents will participate in the conference to ensure that their child receives appropriate support to meet their learning needs. In addition, we will conduct a case review with parents at least once yearly to update the scholar's progress and goals. Finally, parents will be encouraged to request a meeting with their child's teachers any time during the year to discuss any concerns they may have.

As mentioned earlier, we intend to contract with outside agencies to ensure students have all appropriate services. At AMA, we currently contract with *Easter Seals Crossroads Rehabilitation Center* to provide speech/language and occupational/physical therapy to our students, who require this assistance. They are in full support of our charter application, and we expect to extend this partnership to AMMS, if the charter is approved. Consistent with current practice, a licensed OT, PT, and Speech/Language Pathologist will come to our school and give direct service to those students who need this support, as described in their IEP.

We also expect to utilize our existing relationship with Beech Tree Consulting and Psychological Services or reach out to other local agencies if needed to conduct psycho-educational evaluations for students who require such assessments. We will expect that outside vendors familiarize themselves with our RtI process and, as applicable and within their legal ability, attend applicable meetings as ad hoc members of our Student Study Team. As with any intervention we employ, we will monitor the impact of interventions administered by external vendors during our regular RtI meetings. Our expectation will be that students receiving their services will make progress along identified priority areas. If this progress is not observed, we will consider whether a different intervention should be leverage and will consider whether contracting with a different vendor might be necessary.

AMMS will comply with all applicable state and federal statutes and regulations related to providing services to students with disabilities. As stated, we will employ a Special Education Director, who will assume responsibility for state and reporting requirements. We also expect to enlist the assistance of Alexandra Curlin, a local attorney specializing in Special Education law.

Curlin will review our Special Education files annually and advise our staff in the legal principles of special education (least restrictive environment etc.), as well as the specific steps our teachers must take to ensure that we provide appropriate modifications and accommodations to our students with special learning needs. We will also retain Curlin's services throughout the school year to guide our team through any legal issues associated with our service for students with special needs.

Staffing and Development

AMMS will hire educators who fit the mission of our school and believe that every scholar can achieve. Our staffing plan is designed to enhance the learning of all students, especially those with special needs or who are far below grade level.

In grades 6-8, we will equip each classroom (25-28 students) with a highly-qualified teacher. At full enrollment, AMMS will also employ an Instructional Specialist as well as teacher leaders, who will float between the classrooms supporting students who may need extra assistance. A relatively low 1:18 teacher/student ratio will allow our students to receive appropriate levels of individualized and differentiated instruction. Our staffing arrangement also enables us to more effectively support and include students with special learning needs within the regular classroom, including those with an IEP or ILP.

In short, whole group lessons can be challenging in a regular classroom for a student with special learning needs or for whom English is a new language. We expect our specialists at each grade to float between classrooms, providing individual guidance to a small group of tier II and III students. Along these lines, we also expect that our most academically-advanced students, reading a grade or two above grade level, will have the guidance and individualization to grow and excel a year or more academically, even though they may already be reading or problem solving at a year or two beyond standard or grade-level. On whole, we expect all students to achieve typical reading and math growth.

While our expectations are high, we also recognize that students will come to our school at every grade level and some may lack the requisite skills to succeed at that grade. In each case, we will employ Literacy Specialists to provide intensive literacy support for individuals and small groups of students. Our specialists will provide intensive interventions focused on

improving the reading and writing abilities of these students at an accelerated rate. We will employ proven remediation programs, such as *Read 180*, to increase phonemic and phonological awareness of struggling readers. These Specialists will also work in small groups with our most advanced literacy scholars. They will provide venues for our high achieving scholars to read, write, and discuss in critical ways that may be difficult to offer in a whole class setting. Again this provides an ideal model for continually serving both our most advanced readers and those who may struggle with phonics, vocabulary, comprehension and, most commonly, all three elements of reading.

Our professional development at AMMS will be based heavily upon our instructional rubric and research-based instructional strategies. As described earlier, we will utilize the TAP Instructional Rubric. This tool identifies exemplary teachers as those who execute lessons that provide opportunities for students who progress at different learning rates. Our professional development will explicitly model and guide teachers in ways that anticipate the differing rates of mastery as well as the challenges students with special needs and English Language Learners commonly confront in the learning process.

B. Enrollment/Demand

Although AMMS will enroll new students at every grade where we have openings, we plan to start focused on sixth grade and expand to seventh and eighth in the following years. While we never want to restrict a student and family to a school they might feel is a poor fit for them, we intend to retain 85-95% of our students year to year, based on our belief that students are best served and academic habits most effectively nurtured when we're able to serve students and their families for multiple years.

Table Six below outlines what we project our enrollment will be. We feel confident that these projections represent a size that will allow for reasonable class sizes, a strong school culture, and a financially viable school. We also believe these projections to be achievable. We expect to focus most on recruiting students from AMA, which commonly serves 75-80 students each year in its fifth grade. Based, in part, on the high retention rates among current AMA students and the frequent requests to expand among AMA families, we believe there to be ample demand for a high-quality, small middle school in our area. Even more, we anticipate that, as we prove our team's excellence, develop more champions of our work, and construct a track record of success, the demand for the educational services of AMMS will only grow.

Table 6 - Five Year Enrollment Projections

	School Year	Grade Levels	Maximum Enrollment
First Year	2016-17	6	75
Second Year	2017-18	6-7	140
Third Year	2018-19	6-8	205
Fourth Year	2019-20	6-8	230
Fifth Year	2020-21	6-8	270
Sixth Year	2021-22	6-8	280
Seventh Year	2022-23	6-8	300
Maximum		6-8	330

AMMS has specifically built its enrollment projections, its five-year budget and its staffing plan to grow in a manner designed to prioritize culture, traditions and long-term relationships over size, student revenue and breadth of impact. As mentioned above, we intend to recruit first our fifth graders at AMA. On average, AMA retains approximately 90% of its students each year. Those who leave do so primarily due to family transitions or change of residence. In order to be conservative in our enrollment projections, we estimate 75% of the 78 fifth graders we serve each year at AMA will continue with us at AMMS; consequently, we'll need to recruit just 17-20 new students in order to meet our sixth grade enrollment goals -a number we are confident we can meet. Each year, we receive 15-20 applications for students to enter fifth grade at AMA - a year students traditionally do not change schools.

Over time, we expect to increase the size of our sixth grade class, growing as large as 120 in AMMS's seventh year of operation. By then, we expect that our reputation for excellence will serve as our most powerful tool for student recruitment. Outside of sixth grade, AMMS's enrollment projects a 90% rate of retention each year. In other words, we intend to retain in seventh grade 90 of the 100 sixth graders that joined us the previous year. On average, we expect 81 (90%) of those 90 seventh graders to be with us as eighth graders. A 90% retention rate is consistent with our current rate of retention each year at AMA.

Lastly, we will enroll students at grades other than sixth grade, especially when it allows us to serve multiple members of the same household (i.e. family preference). However, we are clearly structuring enrollment in our school to minimize the number of students who join us at grades other than sixth grade because we believe we are likely to have the greatest impact on students and best able to prepare them for rigorous high schools when we are able to serve them for multiple years.

Despite our dependence on existing students, our team does recognize the importance of sharing the promise of AMMS with the broadest possible population and using a variety of effective strategies to introduce our new school to families who may not know us. In order to do so, we plan first to develop an array of written announcements and flashy brochures to share with interested parties across our city. We also plan to build upon the strong relationships we have developed with a broad array of community organizations and neighborhood associations

across our city's near east side; these relationships are critical to building awareness of and champions for our middle school and overall mission for kids. We also intend to organize a team of parent supporters and, over time, student recruiters team. Leveraging the loyalty and appreciation parents consistently show for our work, we will recruit our parent and student recruitment teams to attend community events/fairs, speak at church communities, and canvas targeted neighborhoods across Indianapolis and to talk to other parents and their children about the promise, potential and performance of our schools.

Lastly, in order to ensure a fair and transparent enrollment process, we will mimic the process that we have perfected at AMA in allocating spots at AMMS. For instance, interested families will have until Apr. 1 of the first year of our operation to submit an application to AMMS. Unless demand exceeds available space, the submission of an application will secure a student's seat at our school. If demand in the first year or any subsequent year exceeds the number of available spots, we will conduct a lottery by Apr. 21 to determine which students will have a secured spot. Students applying after the April deadline will be enrolled on a first come, first serve basis until capacity is reached. A waiting list will be kept at each grade level where demand exceeds capacity, and families will be informed as space becomes available. After the first year of operation, returning students and their siblings will receive priority enrollment.

C. Facility

We are in the early stages of considering facility locations for AMMS. As mentioned in our letter of intent, the target geographic area will be between College on the west and Emerson on the east, Fall Creek on the north and 25th on the south. As such, we plan to locate our school in this target area. We intend to pursue an economical space solution, especially in the early years of the school when we are building enrollment.

First, we are considering the temporary installation of 3 - 5 modular classrooms on property currently owned by AMA. This solution is cost-effective with initial estimates from a reputable vendor coming in at \$25K/year. Additionally, this solution would facilitate a seamless sharing of resources between AMA and AMMS. The AMA facility would be utilized for all specials classes (art, physical education, music, etc), lunch, and other events that may require a larger space. This space solution would enable administrators and staff from AMA and AMMS to collaborate very closely. This would be especially helpful as the AMMS will be sharing several key staff members with AMA in the first 1-2 years of operation. While we believe that a small modular campus could be a strong solution for AMMS in the first couple of years of operation, it is not a long-term solution. We would look to find a permanent home by the schools 2nd or 3rd year of operation.

We have also engaged in initial conversations with another local charter network regarding a facility that will soon be available in our targeted geographic area. This facility, a former IPS building, is approximately 40,000 square feet and includes 16 classrooms, a full gymnasium, and a cafeteria. The space will likely be available for less than \$400,000 due to legislative restrictions. While this is a larger facility that we'll need in our first years of operation, it is more than adequate for our full enrollment target. The facility is move-in ready and would require no immediate updates or improvements.

Other possibilities include sharing under-utilized IPS buildings, leasing unused district schools, or purchasing and remodeling a commercial property in the area. Table 7 and Table 8 below outlines some basic parameters of the space we anticipate needing to accommodate 330+ students.

Table 7 - Facility Guidelines for Vision

Grade Level	Quantity of Classrooms	Approx. Total Square Footage
6 th Grade	4	3,840*
7 th Grade	4	3,840*
8 th Grade	4	3,840*
Total	12	15,360

** Assumes 960sq/ft per classroom*

Table 8 – Additional Space Needs

Additional Needs	Quantity of Rooms	Approx. Total Square Footage
Special Education	1	1,500
Art Room/with storage	1	1,000
Music Room/with storage	1	1,000
Multi-Purpose Room & storage	1	3,200
Media Center	1	2,000
Nurse's Station	1	225
Total Admin Office/Meeting Space	1	2,000
General Custodial	1	150
Misc. Storage	1	750
Gymnasium	1	8,400

Based on enrollment projections, we are ultimately looking for a facility that is approximately 35,000 square feet on a 4-7 acre lot – large enough to accommodate the school facility, recreational space and adequate parking. The projected size will provide adequate space for our 6th through 8th grade program as well as a gymnasium to host family meeting, large-scale convocations, community events, athletic competitions and scholar performances.

IV. Conditions for Success

A. Mission

Avondale Meadows Middle School serves to provide Indianapolis sixth, seventh and eighth graders and their families a high-quality, college preparatory education. Through well-coordinated support, strong family and community partnerships and close attention to results, our school will provide students the instruction, support and motivation they need to succeed as future college graduates and life-long learners.

B. Educational Model

The educational model of the *Avondale Meadows Middle School* builds upon the highly successful approach of our elementary program. Like the *Avondale Meadows Academy* (AMA), AMMS's program starts with our unshakeable belief that every student has the ability to succeed at high levels; it is the responsibility of our staff to create the conditions under which each student will succeed.

In order to create these conditions, AMMS's educational model embraces research-based instructional practices and high academic standards. We maintain close alignment between our curricula and various assessments, strategically employ technology to enhance instruction, actively cultivate strong work habits and good character, and focus intensely on the skills and experiences associated with college preparation. These components coupled with our highly trained staff and progressive leadership will prepare students to leave us, well prepared for the most rigorous high schools in our city.

Again, AMMS's educational program will focus on preparing our students for a college-preparatory high school program and on seeding the skills and drive to succeed as college graduates. Our focus will require that AMMS's students complete eighth grade not only reading, problem solving and computing at or above grade level but do so with the character, the grit, confidence and discipline essential in pursuing a college degree.

Based in large part on our experience at AMA and VAR, we are confident that this model is right for our school, community, and students. As mentioned in the "need" portion of this application, the disparity between achievement and high school graduation rates of higher and lower income students leads into an even greater disparity between the post-secondary educational attainment rates of these groups. In fact, according to Early College Design Services, for every 100 low-income students who start high school, only 65 will get a high school diploma and only 45 will enroll in college. Only 11 will complete a postsecondary degree. We believe we can significantly increase these percentages, at least for our students, through a rigorous, intentional, college-focused middle school program, beginning from the first moment our students and families interact with our school.

We plan to take a wide range of steps in order to build such a culture, similar to practices we currently employ at AMA and VAR. For instance:

- Each middle school classroom will be named after a college or university.
- AMMS will use the *College Habits and Mindsets Framework* (Attachment J) around which to build experiences in which we will:
 - coordinate frequent visits to college campuses for all students
 - guide our families in establishing college-focused goals for their student as well as financial planning for post-secondary learning

- coordinate quarterly visits by Indiana professionals to share their educational and career trajectory with all AMMS students
- support teachers and staff in creating a college-going learning environment
- Students are “scholars” at AMMS- this is a small way of recognizing that learning is a life-long task.
- Although curriculum expectations are still in flux across our state, we currently expect our 8th grade students will take Algebra so that they are on track for college-level mathematics by their Junior and Senior years.
- Our hallways will be lined with quotes about persistence, leadership, self-efficacy, pride and integrity.
- Over time, we expect to line our main hallway with pictures and other information about our students who went on to pursue college degrees.

Similar to its approach at AMA and VAR, AMMS teachers will utilize the gradual release method of instruction to model academic expectations, support student understanding and mastery, and allow for independent practice and assessment, commonly referred to as “I Do – We Do – You Do.”⁴ Teachers will continue to employ an inquiry-based method of questioning and discussion for topics and genres that are best supported by this form of instruction. We believe this method most effectively encourage students to think critically and articulate thoughts and ideas.

Based on our experience at AMA and VAR, our priority upon student inquiry and critical thinking skills must also be reflected in the tools through which we evaluate teachers and reinforce best practice. For this reason, we expect to employ the instructional rubric developed by the *Teacher Advancement Program* (TAP), which is also tool currently used at AMA and we expect to start using at VAR in 2015-2016. This rubric captures those elements that we believe are most critical to the success of an excellent educator in any setting.

Lastly, AMMS will also use the Response to Intervention (RtI) model to lend extra support for students who are not yet meeting grade-level standards. Interventions will include, but are not limited to: small group pull outs by Special Education teachers, small group work with the Literacy or Math Specialists and extended day learning. This model is described in greater detail in the “special student population” section of our application.

AMMS’s program will differ from that of AMA and VAR, primarily in adapting to the unique challenges and opportunities inherent in serving students entering adolescence. For instance, the increasing sophistication and complexity of academic content in middle school will require that we departmentalize or, in other words, employ teachers specifically trained in math instruction, science, humanities and English/Language Arts. Seventh and eighth graders at AMMS will learn under the guidance of, at least, four core academic teachers - each focused on a specific subject. In order to facilitate the transition to multiple teachers, our sixth graders will learn under the guidance of two teachers - one focused on English and Humanities and the other on Math and Science. Based on observations and the consultation of colleagues serving middle school age students in other schools, we believe the content expertise made possible through departmentalization will be critical to the preparation of our students for rigorous high school programs.

⁴ Fisher, Douglas, and Nancy Frey. (1998). “*Better Learning Through Structured Teacher: A Framework for the Gradual Release of Responsibility*”, p.2, quoting Pearson and Gallagher.

In keeping with AMA and VAR's priorities, parent/family communication will continue to be a critical element of AMMS's educational model. Parent engagement is equally if not more important in students' middle school years than any other point in the K-12 trajectory. Generally, students in their middle school years tend to try to dissuade their parents from deep engagement in their school lives; yet, students often do so without the maturity levels and habits of responsibility essential to the independence of adults.

With the unique developmental stages of adolescence in mind, AMMS is committed to maintaining our model's commitment to daily parent communication (via student planners) and monthly family events designed to support students' academic and social development; yet, our middle school will require different structures. For instance, AMMS will employ different systems through which a student's multiple teachers report daily on that scholar's academic progress and classroom conduct. Our team will also adapt the focus of monthly family events to address topics of great interest to middle school parents, such as safe practices on social media or participation in our state's *21st Century Scholars Program* through which Hoosier students can earn up to four years' of college tuition assistance.

Finally, AMMS will also adapt some of its essential cultural practices to the tremendous physical, academic and social growth that young people commonly experience in their middle school years. Researchers and psychologist consistently identify adolescence as the period in one's life of the most significant complex brain development (Steinberg, 2001). As a high performing middle school, AMMS will embrace and encourage students' intellectual development and maturity in the fundamental culture and operational systems of our school. For instance, while our sixth graders will be expected to transition in orderly lines with hands at their sides, our eighth graders will have the chance to earn much more freedom and flexibility, provided each one treats this flexibility with maturity and responsibility it requires. Conversely, classroom rules will grow more strict and the consequences less flexible as students move through seventh and eighth grade; in short, we will expect much more of our older students and take seriously our responsibility to prepare graduates to be among the best prepared, most mature and most engaged contributors to their respective high schools

AMMS's school calendar and academic day will not vary significantly from that which AMA and VAR currently employ. This calendar includes:

- An extended school calendar that includes at least 184 days of instruction and built in "snow days" to ensure each school does not lose valuable learning time due to snow, ice or other kinds of unsafe weather.
- An extended school day that includes at least 400 minutes of instruction each day as well as extensive after-school enrichment, remediation and extra-curricular opportunities, based on students' academic performance and areas of specific interest.
- The calendar also includes eight added days for selected students, which we call Intersession. During the fall and spring intersession (the week prior to our fall and spring break), students will receive targeted instruction in critical skill areas in which they may not yet be proficient from 8AM to noon, coupled with enrichment opportunities to apply these and other skills from 12:30-2PM.
- A strong commitment to instructional expertise and general staff development, evidenced in the 15-25 days, our model sets aside before, during and after the academic year to coordinate systems and procedures, plan instruction, design assessments and utilize student learning data to inform and adapt the support necessary to ensure each scholar's advancement.

Similar to our schedule at AMA and VAR, AMMS students will attend school from 8:00 AM to 3:30 PM. Students who fail to complete required school work or need additional academic support will also attend “office hours” until 4:45 PM. for students who do not complete required schoolwork or who need additional academic support. As we grow, we intend to couple our regular academic program with ample after-school opportunities, offering enrichment programming, extra tutoring, and athletics.

We are especially excited to build upon the community partnerships that AMA and VAR have developed with a wide variety of nonprofits interested in serving young people. Organizations, like *Civic Theater*, the *United Way's Readup Program*, *Arts For Learning*, the *Indianapolis Symphony Orchestra*, *Marian University's Eco-lab* and, even, *Comedy Sportz* have helped us bring a wide array of enriching educational classes through which our students develop specific skills, build confidence and have fun in school learning in an organized environment; both AMMS and its community partners are especially excited to bring these opportunities to the lives of our middle school students. Ultimately, we expect that at least half of our students will stay will be with us participating in organized activities until nearly 5PM three days a week. Attachment K relays the daily schedule AMMS expects to employ during each year of its development, until fully enrolled.

Below, we've included a day in the life of an AMMS eighth grader and a English/Language Arts teacher, who also mentors three other teachers, newer to the profession. Together, these profiles provide a picture of how AMMS's program fit together and embraces the developmental needs, talents and interests of those who make it successful.

A Day in the Life of an Avondale Meadows Middle School Scholar

Dropped off by her parent, Vanessa, an eighth grader at AMMS, arrives just after 7:30. Teachers stationed at various points in the central hallway greet Vanessa with enthusiasm, recognizing the unique challenge adolescents have with early mornings yet conveying an contagious excitement and promise of a great day. Vanessa finds a couple friends in the “cafe-torium” and grabs breakfast. Mr. Terry, the students' Health/PE Teacher, engages the group in playful banter, while supervising the 50+ students present for breakfast.

At 7:45, Mr. Terry begins “Silent Time,” the period during every meal during which students are expected to finish eating, clean up their eating spaces and exit the space in silence. Within two minutes, Vanessa prepares to leave and proceeds silently to her locker to put away her backpack and prepare for her first class. Vanessa grabs from her backpack the *B.O.S.S.*, a binder that she and others are expected to keep with them throughout the school day. She first learned to organize her B.O.S.S. in sixth grade, during student orientation. By now, Vanessa and most other eighth graders rarely require assistance with their folders; yet, initially, the B.O.S.S helped her strengthen her skills in organization and self-management, as teachers at every grade and in every class use this uniform system as a tool to teach students how to take notes and organize multiple classes.

Recognizing the difference the time of day makes in students' attention span and energy level, AMMS follows a “rotating block schedule” and, thus, Vanessa's schedule varies depending on whether it is an A, B, C or D day. As reminded from the moment she walked in the building this morning, Vanessa follows a A Day schedule, during which her first class is the Violet Block or her Advisory. Every other day, Vanessa along with a third of the other eighth grade girls at AMMS meet with their math teacher, Ms. Rush.

Math, however, never comes up. Instead, Ms. Rush runs through the schedule over the next six days, identifying tests and projects the girls must keep in mind. Sensing some distracting tension among the girls, Ms. Rush, after some probing questions, learns of hurtful comments shared via *Kick*, a social media tool frequented by adolescents. In the limited time remaining, Ms. Rush engages the girls in an open discussion about social media and the responsibilities and danger in communication through which participants can maintain anonymity. During the last fifth of this 25 minute block, Vanessa and the other students read *Zora and Me*, by Bond and Simon, the book Vanessa's advisory chose to read together this month outside of school. While the girls read, Rush checks homework to see which students need to stay for office hours to complete unfinished homework and shoots a quick email to the Dean and the rest of her team, sharing what she knows of the "kick" conversation last night amongst a subset of the eighth grade girls.

After advisory, Vanessa walks to her green block class, during which she has English this semester. Although the year didn't begin this way, every eighth grader at AMMS is allowed to walk casually from class to class- one of several "responsibilities" they earn based on the number of merits earned collectively across all grades. Given a rotating schedule, Vanessa's first academic class varies between English, Science, Humanities and Math. On A Days, Vanessa has English first, which she likes; on D Days, Vanessa has English last. Luckily, classes after lunch and specials (Orange Block) are fifteen minutes shorter, which just helps her stay alert at the end of a long day.

No matter what time of day, Vanessa's English class always seems to begin with a "JumpStart," which usually requires the students write about a subject that they've been studying in class for the first 10 minutes. Once the class is settled and the JumpStart complete, Mr. Bird, Vanessa's English Teacher, runs through the day's objectives and agenda, posted on the board. Within 85 minute block, Mr. Bird has organized multiple activities that day, balancing full and small group activities as well as teacher and student-directed activities.

Today, Mr. Bird turns the students' attention back to Dr. Martin Luther King, Jr.'s essay, "A Letter from the Birmingham Jail." Like AMA and VAR, AMMS follows the Core Knowledge scope and sequence, which is especially helpful in facilitating the coordination of AMMS's ELA and humanities lessons. Earlier in the year, Mr. Bird's class read *Animal Farm*, by George Orwell, at the same time Vanessa was learning about colonialism and beginning to study the Cold War in the Humanities Class. Today, Mr. Bird was asking Vanessa and her classmates to identify the techniques in the letter through which King attempts to persuade Birmingham's clergymen to support his approach of civil disobedience and protests outside the courts. Three days from now (a D Day), Bird's English class and their counterparts in Humanities class would come together for a role play or debate, during which different students would assume the role of Dr. King, while others would act as the clergymen, begging King to slow down in his quest for racial justice.

Later in the block, the class focused more on writing, as Bird guides students in constructing their own persuasive essays, attempting to convince parents, principals, preachers and other sources of authority in their lives to better understand and take specific steps to make life better for adolescents. The class concluded, as most do, with a short exit ticket that Mr. Bird uses to help gauge student mastery of specific content, vocabulary and analytic tools introduced, discussed or reviewed in today's lesson.

Next, Vanessa moves on to Humanities. Although schedules vary for different students at different grades, at least two days a week Vanessa's Humanities class comes immediately after her English class. Some of her classmates, complain about the amount of writing and reading these two classes require when so close together; yet, Vanessa really enjoys the interdisciplinary activities that her English and Humanities teachers organize together and the connections they make between the books they must read and the time period in which so many were written.

After Humanities, Vanessa and the rest of the eighth grade eats lunch together in the school's Cafe-torium. Some of Vanessa's classmates have passes to eat outside with their friends; yet, Vanessa missed one more day than the minimum number of absences allowed and, thus, she must eat in her assigned seat, across from some students that she does not know very well. When she was in sixth grade, Vanessa and her classmates could earn recess twice a week; yet, midway through seventh grade, recess was replaced with a special 30-minute study during which Vanessa and her classmates can earn free passes to study anywhere in the building; yet, Vanessa usually spends her extra time getting help from her math teacher, Ms. Rush. This option, however, is only available to eighth graders on B and D days.

After lunch, Vanessa has specials, during which she takes Spanish. The Specials' Block is just 55 minutes, which is helpful just after lunch. Although Vanessa's will alternate between music and art next semester, her Spanish class meets daily. By the end of the semester, Vanessa hopes to pass the test students must take to be ready for second-year Spanish in high school.

Yellow Block is next, which, for Vanessa, means math - her toughest subject, especially on A and B days, when it's in the afternoon. Upon entering, Vanessa looks at the board and notices the objective: "SWBAT choose and create the best type of graph for a data set." Ms. Rush, her math teacher, greets the students at the door and immediately asked them to read an article about the population and demographic changes in Detroit over the last 30 years. After a short discussion, the class graphs the decline of Detroit's population over the last 30 years. They take that data and work in pairs, plotting the points along an X and Y axis.

Ms. Rush circulates among the pairs of students, inquiring as to the trends shown and exactly why social scientists and other professionals might need such a skill. She also asks students to apply concepts of slope from previous lessons on linear equations. Next the class comes together to discuss other data captured in the article and how they might best illustrate this through graphs. Vanessa picks up her homework, asking her to plot longitudinal demographic data from Austin, Texas, quite different from Detroit's. While students work independently, Ms. Rush approaches Vanessa and probes to test her understanding of the concept. Sensing her struggles, she asks Vanessa to return to see her during office hours to get more help and work on the homework together.

On A Days, Vanessa's school day concludes with Science - her Red Block. Mr. Cheng, Vanessa's Science Teacher, is also her basketball coach. Although the basketball season ended last month, Vanessa still likes Science best, largely because Mr. Cheng seems to relate nearly every aspect of, at least, physics to basketball - Vanessa's favorite sport. during the second semester, however, the class is focusing mostly on Earth science, and Mr. Cheng has equipped each group with a box of craft materials (which he borrowed from the art teacher) and challenged the groups to develop a model that explains the earth's rotations around the sun and how it explains the earth's seasons. Vanessa's group's biggest struggle is simply staying focused.

“Mr. Cheng,” they plead. “It’s the end of the day.”

“Sure, but you know you have Science tomorrow first thing. You’ll be graded on your group’s skit in less than 24 hours,” Cheng reminds the students.

In fact, each day the last class ends up the first class the following day. Mr. Cheng refers to it simply as one giant learning opportunity - with an 16 and ½ hour break in between.

Vanessa’s regular school day concludes at 3:30. The hallways are controlled and monitored, but it is still mayhem, as students socialize at their lockers, grab their belonging and move in 15 different directions, based on the sport they play, their transportation, the academic help they need or the activities that occupy their time after school. Vanessa must stay for office hours, which are mandatory if students fall behind, struggle on a test or simply fail to complete their homework. At least twice a week, Vanessa stays after to study or get extra help, based on a deal she made with her mom and Mr. Cheng when her grades began to drop during basketball season. Once the Dean and Principal came her way ushering students to their next stop, Vanessa ducked into Ms. Rush’s room to work on graphing and get extra help.

Vanessa’s day concludes when her mother picks her up just before 5PM, and Vanessa immediately hands her mother her planner. Its a habit Vanessa and her mother have committed to in order to make sure that they don’t forget to sign her planner each day, as AMMS requires of each of its young scholars.

A Day in the Life of an AMMS Teacher

Mr. Bird is in his fourth year of teaching and second year as AMMS’s English/Language Arts teacher. His work load includes teaching Reading and Literature to two classes of seventh graders and two classes of eighth graders, equaling 330 total minutes. Mr. Bird also has an advisory or supervises flex period (30 minutes) each day. Immediately after lunch each day, Mr. Bird and the rest of the 8th grade team have a 60 minute planning period, during which the team also meets as a grade level once a week and with the SPED team once a week. In fact, the promise of more planning time is something that Mr. Bird and the principal have been studying for next year.

Bird arrives at AMMS 7:15 AM, stops first at his classroom, turns on his computer and glances at a couple emails - most notably, the principal’s daily message with the morning announcements and the staff members not with them today. Every A Day, Bird meets after school with the three other English/Language Arts Teachers in the school and the Principal, a former MS English teacher. He forwards along his lesson plans to the group, for he aims to share these plans and gather feedback from the Principal and Director of Instruction.

At 7:35 am, Mr. Bird moves to his station just outside his doorway and begins greeting scholars at his classroom door. Upon entry, the students pull out the book of their choice, and a couple students notice the practice math problems on the board. Today’s schedule starts with Advisory.

Although Advisory can be a powerful forum during which to engage students in discussions about social norms, school rules or safe choices outside of school, AMMS also uses this time regularly for academics. As they agreed to at their last grade-level meeting, all eighth graders would benefit from more practice with the kinds of story problems that they are likely to encounter later in the month on the state test. Working through them together during Advisory

reminds every student and teacher of the importance of this work and teachers' obligation to support students in all subjects, not just the one they were hired to teach.

By 7:55am, all but two students in Bird's Advisory have arrived. In fact, during Advisory, Bird shares his room with Ms. Reyes, the Spanish teacher, who also has an eighth grade Advisory Group but no classroom. Today, Mr. Bird works in tandem with Ms. Reyes, guiding the class through the story problem as a full group. The group is racing a bit to get a hold on the problem before the morning announcements start at 8:05. After an engaging yet informal discussion about college basketball and its likely champion in early April, Mr. Bird steers the students' attention back to the story problem, asking students to identify the unnecessary or distracting information included in the description of the problem. Their time together concludes with "Roll Around the Room," a brief game the advisory regularly plans, quizzing each other and getting fired up for the day.

After Advisory, Mr. Bird moves into the rest of this day. A new group of students lines up quietly outside Mr. Bird's door. Transitions are more difficult in sixth grade, when teachers must actively supervise hallway movements and walk each group (at least initially) from classroom to classroom. Thankfully, by eighth grade, the students are especially familiar with the school's general routines and willingly oblige. Sometimes, the teachers' biggest challenge is those students who insist on reading in the hallway and, in effect, tune everyone else out, including the teacher, when they do.

Outside his door, Mr. Bird greets a group of 27 eighth graders, including Vanessa from above, and reminding them as to the opening procedures and shaking each scholar's hands, as they come in the door. A couple students fail to immediately open their writing journals upon entry - a practice that Mr. Bird had hoped would be automatic by now. Mr. Bird sends "visual daggers" their way and these students quickly correct themselves, committed to making the whole day demerit free.

Over the course of the next 85 minutes, Mr. Bird skillfully mixes reading and writing, small and whole group exercises. As he regularly reviews with the students throughout the lesson, the class will only be successful if, by the end of the lesson, each student can define personification and identify examples in which King uses personification and figurative language as tool to appeal to his audience's heart strings as well as it's "head." Between the classes English and Humanities classes this week, Bird explains that students' will appreciate not only for Dr. King's activism and political philosophy but also his writing style and poeticism. Great leaders need great ideas and a powerful means to convey them.

At 10AM, Mr. Bird welcomes his next class. Together, they are reading *Night* by Elie Wiesel in part to supplement the *Diary of a Young Girl*, by Anne Frank, which the seventh grade is reading as an assigned text on its own. Initially, Bird worried reading books aloud to his class left his students too passive and failed to make the most of class time; yet, through the guidance of AMMS's *Director of Instruction*, he has learned to use this time not only as a means to jumpstart students' writing but also expand their vocabulary beyond what they might encounter when reading books at a seventh grade level. Plus, Bird thought, ten minutes of quiet listening and letting oneself simply get wrapped up in a story as moving as *Night* not only enhanced students' background knowledge but also enabled his most challenged readers to engage in discussions at a high level without growing frustrated with the text. Even more, his class's focus on Holocausts texts worked nicely with the seventh grade Humanities class's study of European History and World War I & II.

Bird and his seventh grade class eventually moved on to writing. In the previous day's observation of a writing lesson, the Director of Instruction noted that Bird spent a lot of time on the "I Do" - the portion of the lesson where the teacher models the steps students take to demonstrate mastery of the objective. As a consequence, there was not enough time allotted for "We Do" (guided practice) and "You Do" (independent practice). In today's lessons, Mr. Cameron strives to keep better track of time: 5 minutes for the Do Now or warm up, 8 minutes for the I Do, 7 minutes for the We Do, 25 minutes for the You Do, and 5 minutes for the share out and actually asks a student to help keep him on track. The student does, mercilessly.

At 11:30pm, Mr. Bird concludes his class with a short "exit ticket," before taking them to lunch. Along the way, he talks casually with a couple students about brothers and sisters and how he predicts their relationships with them will change over time. After lunch, Bird has planning time - one of two hours during the week in which he does not usually have meetings with his team; however, today, the Dean reminds him, they are meeting with a student's parents, who are especially concerned as they recently received a letter from the principal notifying them that their son was in danger of failing eighth grade - an outcome everyone would like to avoid.

The Dean and Grade-Level Leader facilitate the parent meeting. Initially, the parents' focus was on the fact that they were so surprised by the news. AMMS only has room for a small group of new eighth graders each year and the topic of today's meeting is one of those students. Parents claim that he had no trouble in seventh grade; yet, the tone of the meeting begins to change when Mr. Bird shares with the parents a sample of other unidentified eighth graders' writing to compare to their son's writing. Clearly, they realize there is a great deal of work to do and they begin to craft with the team a plan for remediation.

Once the meeting concludes, Bird hustles back to his class to prepare for his final two lessons that day- one of the other eighth grade cohort and the other for a seventh grade cohort. He was well into last school year before he stopped trying simply to cram an equal amount of instruction into the shorter blocks each afternoon. However, with the help of his mentor, another English Teacher, Bird's pacing has improved and he more skillfully adapts his instruction to the 70-minute time block and the tenor of the group each afternoon.

Although AMMS's regular school day ends at 3:30, the building is often as active at 4PM as it is an hour earlier. As mentioned earlier, on A days Bird meets after-school with the English/Language Arts Department, a meeting facilitated by the Principal, primarily because she once was an English Teacher. During the meeting, Bird and one other teacher share lesson plans for and identify the central tensions and decisions they've made while putting them together. The goal, the facilitator/principal, reminds them is to act as a group of "critical friends," which Bird appreciates yet finds it difficult to truly let his guard down with the principal present. All agree: objectives are clear and measurable, yet, they suggest more specificity as to what is expected of students and what they are to do during each juncture in the lesson. Students' independent practices need to align with the I Do and We Do. The meeting (and Mr. Bird's formal responsibilities that day) end just before 5PM. One of the advantages of having the principal in one's meeting is that she has to leave most days at 4:50 to supervise late dismissal - another point of safe, organized chaos in the life of even a great school, like AMMS.

Total Instructional Hours per Week: 34.5 hours

Number of Classes per Day: 5 (including Advisory)

Total Number of Unique Preps/Courses for Teachers: 2 - 3

Total Planning/Preparation Hours per Week: Approximately 5 hours

C. Academic Standards

On whole, our curriculum at AMMS is designed to build upon the content scholars mastered in our elementary program at AMA and prepare them for college. In determining appropriate standards for students at each grade level, we examine closely the curricular expectations of Indianapolis's most rigorous, college-preparatory high schools and "plan backwards" in determining what each child must know and be able to do to be appropriately prepared for the next grade. The explicit standards we set at each grade coupled with the Core Knowledge our scholars learn about at that grade allows each young person to exit the school as an eighth grade graduate ready to succeed in a college preparatory high school.

Exit Standards

AMMS will ensure that eighth grade scholars are held to the highest academic standards by combining the Indiana Academic Standards (IAS) and Core Knowledge (CK) content.

English and Language Arts

AMMS scholars will demonstrate strength and mastery in reading literature and non-fiction text, vocabulary, writing, speaking and listening as well as media literacy, as defined in the IAS. Scholars will read and interpret poetry, fiction and non-fiction, sayings and phrases and selected literature.

Scholars in grade eight will show a strong understanding of writing and produce a variety of products including: persuasive, expository and narrative writing. Teachers will use the 6-Traits rubric to assess and monitor scholars' writing. This rubric will ensure college preparatory writing from correct grammar usage to strong voice. Eighth grade scholars will demonstrate comprehension of grade level fiction and nonfiction text by showing at least 80% mastery of the state standards, the goal for each scholar.

The learning outcomes identified by the Indiana Academic standards will serve as the exit standards for English/Language Arts.

RL.1 Learning Outcome for Literature

8.RL.1 Read a variety of literature within a range of complexity and appropriate for grades 6-8. By the end of grade 8, students will interact with texts proficiently and independently.

RN.1 Learning Outcome for Non-fiction

8.RN.1 Read a variety of non-fiction within a range of complexity and appropriate for grades 6-8. By the end of grade 8, students will interact with texts proficiently and independently.

RV.1 Learning Outcome for Vocabulary

8.RV.1 Acquire and use accurately grade appropriate general academic and content specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

W.1 Learning Outcome for Writing

8.W.1 Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

SL.1 Learning Outcome for Speaking and Listening

8.SL.1 Listen actively and adjust the use of spoken language (e.g., *conventions, style, vocabulary*) to communicate effectively with a variety of audiences and for different purposes.

ML.1 Learning Outcome for Speaking and Listening

8.ML.1 Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.

Mathematics

Based on IAS, 6th grade scholars will develop age and grade appropriate numbers and number sense; ratio and percent; fractions and decimals; computation; measurement; geometry; probability and statistics; pre-algebra.

Grades 7-8 will develop age and grade appropriate geometry (three-dimensional objects, symmetry, angle pairs, triangles, area), work with whole numbers, fractions and decimals (order of operations and algebraic equations) and work with data (coordinate plane; proportions; geometric proportions, statistics; probability).

Scholars in eighth grade must demonstrate a strong understanding of the mathematics concepts and topics outlined in the Indiana Academic standards. We define “strong understanding” as 80% mastery of the essential standards at that grade level. Scholars will learn how to identify and use rational and irrational numbers. They will also learn how to use functions and how to apply the knowledge of functions and statistics to everyday life. Scholars will have a firm understanding of computation in conjunction with advanced problem solving skills. Our intent is to work closely with feeder high schools to ensure that our oldest scholars leave us ready to succeed in a college-preparatory math program beyond eighth grade.

The Mathematics standards for eighth grade are made up of five strands: Number Sense; Computation; Algebra and Functions; Geometry and Measurement; and Data Analysis, Statistics, and Probability. Below is a sample of skills listed in each strand that indicate what students in eighth grade should know and be able to do in Mathematics according to IAS.

8.NS.1 Number Sense

Give examples of rational and irrational numbers and explain the difference between them. Understand that every number has a decimal expansion; for rational numbers, show that the decimal expansion terminates or repeats, and convert a decimal expansion that repeats into a rational number.

8.C.2 Computation

Solve real-world and other mathematical problems involving numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Interpret scientific notation that has been generated by technology, such as a scientific calculator, graphing calculator, or excel spreadsheet.

8.AF.8 Algebra and Functions

Understand that solutions to a system of two linear equations correspond to points of intersection of their graphs because points of intersection satisfy both equations

simultaneously. Approximate the solution of a system of equations by graphing and interpreting the reasonableness of the approximation.

8.GM.7 Geometry and Measurement

Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and other mathematical problems in two dimensions.

8.DSP.6 Data Analysis, Statistics and Probability

For events with a large number of outcomes, understand the use of the multiplication counting principle. Develop the multiplication counting principle and apply it to situations with a large number of outcomes.

Science

AMMS scholars will demonstrate age-appropriate levels of understanding of scientific methods in addition to physical, life, earth science, and technology and engineering. Eighth grade scholars must successfully complete the grade level requirements of Indiana Academic Standards. (Sixth graders must pass the Science ISTEP.) Our scholars will be advised as to high school science exit requirements, which include Environmental/Earth, Physical and Biological Sciences. Our teacher leaders will work closely with partner high schools so that our scholars will be adequately prepared to take chemistry, physics, and biology.

As outlined in the Indiana Academic Standards, scholars will gain scientific knowledge by observing the natural and constructed world, performing and evaluating investigations, and communicating their findings. These principles should guide student work and be integrated into the curriculum along with the content standards on a daily basis.

The Reading and Writing Standards for Literacy in Science are presented in grade-level bands. Students at the beginning of a grade-band continuum will require a blend of scaffolding and direct, explicit instruction. By the end of the grade-band continuum, students should demonstrate proficiency of the literacy standards independently. The grades 6-8 standards below define what students should understand and be able to do by end of eighth grade. These are to serve as a complement to the specific content demands of the science standards and be taught as skills that allow students to communicate and comprehend the science content.

LST.1 Learning Outcome for Literacy in Science/Technical Subjects

6-8.LST.1.1 Read and comprehend science and technical texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of eighth grade.

6-8.LST.1.2 Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.

Beyond State Standards

Many of the Indiana Academic Standards and Core Knowledge standards align at each grade level, although CK includes standards that provide further rigor and depth. For example, a standard for an eighth grader at AMMS is to write an equation for a line given two points or one point and its slope. While this standard is not included in Indiana Academic Standards, it is an example of how CK pushes scholars above the state standard.

The *Core Knowledge Sequence* provides a clear outline of content to be learned grade by grade so that knowledge, language, and skills build cumulatively from year to year. This sequential

building of knowledge not only helps ensure that children enter each new grade ready to learn, it also helps prevent the repetitions and gaps that so often characterize current education. For example, a seventh grade unit of study in Humanities will be the Russian Revolution. This will build upon the background knowledge gained during our elementary program when students studied the Early Growth & Expansion of Russia in fifth grade.

The Science and Social Studies standards of Core Knowledge will provide the content of our instruction in Science and Humanities. Humanities content ranges from Ancient Egypt in first grade to the Effects of the Cold War in eighth grade. Science content spans the study of Dr. Charles Drew to experiencing density and buoyancy. *AMMS* scholars will benefit from the scope and sequence work of *AMA*, as well as the rigor of the standards provided by CK at each grade level as they read, write, and discuss these subjects.

Promoting Scholars

We expect to use several different tools to assess scholars' readiness for the next grade. Standardized assessments, such as the ISTEP and NWEA tests, help. Our teachers will also review scholars' class work, benchmark assessments and individual reading level results to assess a scholar's readiness. Any scholar who meets grade-level expectations and is proficient on the ISTEP (all subjects) will be promoted to the next grade level. Our school will also create an Academic Standards Review Team that includes the principal, assistant principal and grade-level teachers. This team will evaluate the readiness of scholars who meet some but not all of the requirements for promotion. The team will also work closely with each child's teachers to inform parents of any concerns throughout the school year.

If the Academic Standards Review Team recommends a child be retained, the team will then meet with the parent to review the case. Of course, if a child is recommended for retention, concerns about his/her achievement of grade level standards will be well documented through our progress reports, report cards and parent conferences throughout the school year. In the end, the school's Principal will make the final decision as to whether or not a scholar should be retained.

D. Curriculum

AMMS will use the Indiana Academic Standards to guide the development of our rigorous, content-rich, college preparation program. Teachers will use these state standards when developing their curriculum and when selecting supplemental materials to enhance and enrich their curriculum, integrating the Core Knowledge content whenever possible.

It is the intent of *AMMS* to serve scholars in grades 6-8 in a specialized middle school setting. We will organize our middle school in a way that allows our teachers to specialize in specific subjects and prepare our scholars for a high school setting.

Curriculum Mapping

All classes taught at *AMMS* will use a curriculum map developed utilizing a similar process to what *AMA* and *VAR* have followed during Summer Curriculum Institute. Teachers will begin by aligning the standards with the Core Knowledge content. Teachers will then prioritize the amount of time spent on each standard based on the guidance documents from the IDoE. All content will then be placed on a curriculum map, ensuring that appropriate amounts of time are given to each standard.

All plans will be approved by the Director of Curriculum. Once these plans have been approved, teachers will create quarterly benchmark assessments to assess student mastery towards meeting the standards. Teachers will then use these assessments to backwards plan and scaffold daily objectives, from basic to complex, that will lead students towards mastery of the standards.

English/Language Arts Curriculum

Fundamental to our reading program is our belief that scholars should have access to complete stories and genuine books, rather than abbreviated editions. Research demonstrates reading complete volumes of well-written material are critical for fluency, vocabulary development, thought-process-development, and written language growth.⁵ The Core Knowledge Sequence offers content-rich curricula, built around central pieces of essential literature. The books identified as essential within the Core Knowledge Sequence will be the foundation for the reading and writing instruction at each grade level. Our school will prioritize the purchase of a full collection of literature for each grade, allowing scholars equal access to the materials essential to college preparation.

We also expect to offer our middle school scholars an especially rigorous program, focused on language and vocabulary development. We expect reading, writing, and discussion to be an essential part of every class. For instance, our social studies and science classes will combine content-rich curricula with reading and writing activities that build scholars' mastery of nonfiction texts. Our Core Knowledge curriculum will serve us especially strong in this area, as a literacy-based, content-rich school. While, for instance, our eighth graders may be learning about the role of Crispus Attucks in the American Revolution, they will also be mastering skills in using clues from the text to make inferences and in writing clear and grammatically sound essays about sophisticated ideas of freedom and political dissent.

Based on the assessment information listed above, grade level teams will designate scholars who need intervention assistance. Our Literacy Specialists will provide scholars reading below grade level with extra support through our Response to Instruction system. Literacy Specialists will be especially skilled in working with small groups of students and reinforcing classroom lessons. Consistent with our RtI system, our Literacy Specialists will also spend approximately a fifth of their time serving our scholars reading above grade level, ensuring they are appropriately challenged and pushed to make 1.5 years of growth, regardless of how advanced they may be academically.

Core Knowledge

Core Knowledge is a collaborative and seamless Pre-K - 8th grade program that we use to augment the Indiana Academic Standards. In many cases, it includes the content through which our teachers help students build the essential skills included in the state standards. In developing and refining our program each year, both AMA and VAR regularly examine the alignment between the state standards and the Core Knowledge content to assure that each scholar is meeting the basic education standards as well as receiving the enrichment options that are the trademark of a well-integrated, content-rich program design.

The Core Knowledge Curriculum offers scholars a strong base of content, which is sequenced to provide a solid background of knowledge. The specificity of the content eliminates the gaps and repetitions. Through Core Knowledge literature and in-depth historical profiles, the curriculum

⁵ Ellington (2011).; Zimmermann and Keene. (1997)

gives scholars a strong knowledge base in a wide variety of subject areas. Core Knowledge covers all subjects including, Reading/Language Arts, Mathematics, Science, and Social Studies. Combined with the basics of a strong state curriculum, scholars will be given multiple opportunities to investigate the world enhancing their skills to critically assess their role in that world. Scholars who have been exposed to an experience-rich environment will find the Core Knowledge curriculum opens their world to in-depth critical inquiry. It allows scholars to learn content-rich material.

The administrative team will guide the teachers at AMMS in crafting a school-wide, year-long curriculum plan, based on both the Core Knowledge scope and sequence and the Indiana Academic Standards. Given the significant time required to construct this plan, AMMS expects, at least initially, to lean heavily on the work AMA and VAR have done to create a school-wide plan.

Attachment L includes two sample lesson plans from our curriculum, illustrating the strong alignment between the Core Knowledge Sequence and Common Core Standards.

Mathematics Curriculum

We plan to build the Mathematics program at AMMS around the Indiana Academic Standards and Core Knowledge Sequence of math topics. We will use the Digits Program as our primary resource to help ensure a logical, coherent and well-developed math program. Our math program will also utilize the concepts of backward planning.⁶ Essentially, our scholars grow significantly when we introduce them to a big idea or essential understanding and then work backwards with the children, breaking into small steps all that they must do to solve a problem.

We currently use this approach as well as the pre-Digits program, *Envision* math at AMA and VAR and our teachers have found the program to be especially effective in helping them teach complicated mathematical concepts and ideas in ways that make sense for scholars. Through effective use of technology and curriculum differentiation, our teachers will be able to tailor their lessons to scholars' needs and facilitate real-life applications of critical math concepts to which they may have to write and discuss their responses. The *Digits* program has proven an especially effective resource in allowing our teachers to differentiate homework assignments for scholars and present daily intervention assistance for scholars who may be struggling to master the lesson's objectives.

Another significant element of our math curriculum is its emphasis on problem solving. In fact, the *Envision* program helps our teachers include problem-solving steps in multiple ways throughout each lesson. Each lesson requires scholars to analyze the steps of a problem, to determine the correct operation (add, subtract, multiply etc.), and determine solutions through logic and/or computation. The math program is also well sequenced, which means that the requisite knowledge for one grade builds on the knowledge gained through the previous grades, aligning closely to the expectations of the Core Knowledge content and state standards.

As we add seventh and eighth grade, we will also adopt the *Digits* math program. This program is made by the same company as *Digits* and, thus, is closely aligned with the organizational approach and resources that our scholars will experience in the elementary program at AMA and the sixth grade. The *Digits* program is especially innovative in the way it uses technology to support scholar learning. Effective technology use helps prepare scholars for most college-

⁶ Wiggins and McTighe, (2004). *Understanding By Design*. ASCD.

preparatory high school programs. This program will allow *AMMS* to assess scholars and will provide for flexible grouping based on their instructional needs.

Humanities and Science Curricula

As with other parts of our curricula, we expect to build our Humanities and Science curricula around the Core Knowledge Sequence as well as grade level standards and objectives included in the Indiana Academic Standards. Consistent with current practice at AMA, we plan to integrate many of the English/Language Arts skills into our Humanities and Science classes. This will ensure that scholars are mastering not only essential reading skills and strategies, but also the background knowledge we know to be essential to scholar comprehension.

Consistent with Core Knowledge and the Common Core, we expect to build our science program around seven major areas of study. They are:

- The Nature of Science and Technology
- Scientific Thinking
- The Physical Setting
- The Living Environment
- The Mathematical World
- Common Themes: Constancy and Change
- Historical Perspectives *6-8 Indiana **K-8 Core Knowledge

Our social studies program will enable classes to study four major themes of social science – all of which are included in Core Knowledge as well as the Common Core. They are:

- History: Time, Continuity, and Change
- Geography: People, Places, and Environments
- Civics and Government: Government and the Citizen
- Economics: Production, Distribution, and Consumption

Following the Core Knowledge Sequence and the Indiana Academic Standards will assure that scholars are prepared for any state or national assessments that are on the horizon with this literacy-based, content-rich curriculum. As standards and assessments may change, we expect to review the overall curriculum to ensure it is consistently aligned with the Common Core and assessments of scholar mastery.

Individualized Learning Plans

While we believe deeply in the importance of a solid, sequenced, content-rich curriculum, we also know from experience the importance of flexibility and being able to adapt our program, based on the learning needs of the children in our care. Our teachers need a firm mastery of content; they also need to be able to access a wide range of intervention resources and research-based instructional strategies to ensure our scholars make ample progress. In order to help us adapt our educational program to the needs of each learner, we plan to create and maintain Individualized Learning Plans (ILP's) for each scholar. We expect to use these ILP's to track the progress of each learner, especially those who may not be reading at grade level. We also anticipate devoting considerable resources to building classroom libraries, featuring a variety of books at each scholar's reading level to facilitate and encourage each child's progress.

Scholars identified as learning-disabled will be provided the instruction and services per their *Individual Education Plan* (IEP). We will employ a *Response to Instruction* (RtI) plan to help us track scholars' progress, allocate intervention resources and make sure that each child has the essential support and materials they need to grow. We intend to assess scholar learning

throughout this process, using both formal and informal metrics. We plan to follow an inclusion model in providing supplemental services for scholars with special learning needs and offer tutoring after school, focusing specifically on math and reading achievement. Ongoing assessment will take place in order to accommodate each scholar appropriately.

Advisory

AMMS will incorporate an Advisory program based on the knowledge and recognition that early adolescence is a developmentally critical time. Students need support and direction, both socially and academically. The students meet daily in small groups with an advisor, to discuss topics such as: conflict resolution, study skills, peer pressure, self-esteem or to remediate on an academic skill. The dual purpose of the program is to enhance student growth and establish connections to adults within the building.

Electives: Music, Art, Spanish & Physical Education

AMMS believes in educating the whole child. Our elective choices are critical to our students' academic and social development.

AMMS will offer a comprehensive, standards-based physical education program to appropriate grade levels at least three times a week. Examples of curriculum topics include: development of sports skills (throwing, kicking, striking, etc.), physical fitness, health concepts, recreational activities, game strategy, dance and other rhythmic activities, movement forms and concepts and sportsmanship. A wide variety of proven curriculum materials will be used to help facilitate successful lessons and units. They include:

- SPARK, one of the most field tested and researched physical education curricula in the country
- GenMove (formerly Socci), which was recognized in 2007 by the American Heart Association as being one of the top ten tools for schools to prevent childhood obesity

AMMS's music and art courses will be based on the Indiana Academic Standards and will incorporate elements of literacy, where appropriate. The art and music courses will align and integrate with Core Knowledge Content so that students will be fully immersed in and gain multiple perspectives of a content-rich curriculum.

E. Assessment

Student Assessment is our team's fundamental component in gauging students' achievement. As is our practice at AMA and VAR, AMMS will use continuously to assess via formal and informal tools our students' academic strengths and gaps as well as their progress towards clearly defined goals. At AMMS, we will use a variety of assessments to determine and monitor the academic progress of our students. First, we will use the tests and evaluations included in the Indiana state-testing program and the Indiana Academic Standards. We will adhere to the accountability requirements per Public Law 221 and provide reports to the Mayor's Office and the IDoE. Secondly, we will use additional assessments from research-based entities, like Northwest Evaluation Assessment's MAP test, to help us monitor students' progress. Lastly, we are always prepared to assure the confidentiality of student records and the anonymity of students, amid the various testing and assessment tools.

It is important to each of our schools that student assessment be thoughtful and intentional, allowing for critical "laser focuses" at specific points throughout the academic year. We also will use ongoing school-wide assessments throughout the school year to ensure we are addressing all students' learning needs. Please see Attachment M for the school's assessment calendar.

Indiana Assessments

Using the ISTEP+ and/or its replacement in assessing the Indiana Academic Standards (in accordance to IDoE's reporting expectations), AMMS students' results can be easily compared to the students in other schools, other districts, and across the state as a whole. Based on the state's current testing guidelines (which may very well change in the coming years), AMMS will administer the state's new CCR assessment in accordance with the timeline and guidelines set by the IDoE. AMMS will fully administer the ISTEP+ assessment or alternative IAS test, including the ELA, Math, Science, and Social Studies tests, using both the Applied Skills and Multiple Choice assessments for the appropriate students.

AMMS, where applicable, will use adapted assessments or replacement to the IMAST to measure student achievement for our students who have specific IEP accommodations and must take an alternate assessment, as determined through Case Conference Committees (CCC). These determinations will vary based on students' year to year growth. Additionally, AMMS will administer the LAS Links or similarly-recognized assessment to our students who are working towards English language proficiency. This will be determined in partnership with our English Language Learner instructor and captured in the student's Individual Language Plan (ILP).

AMMS and its Board understand that the federal NCLB legislation mandates the use of one state-testing program for all students. Furthermore that testing program will give the necessary information to assess each student, subgroup, and school based on the growth model expectations. AMMS will abide by these standards. Using these guidelines, we will continually evaluate our success toward moving all students to make high academic growth and achieve proficiency in all academic standards.

NWEA Assessments

The experts, like Marzano, Strong and Silver, all agree that using data to drive achievement depends greatly on determining a baseline and then measuring progress over a given amount of time. While students likely will come to us with standardized assessment data, the summer between grade levels can either enrich or decrease the skills of a student. Thus, we expect to assess all students in grades 6 – 8 within the first four weeks of school using the Northwest Evaluation Assessment (NWEA). We will use this data as a baseline measure of student growth in Reading and Math. Data from this assessment will be triangulated with other assessment results in order to place scholars into flexible groups for the first few months of the school year.

Each winter, we expect to administer the NWEA again in order to measure student progress. We will use these results, along with other data (including teachers' recommendations) to create new flexible groups and intense interventions, where necessary. These mid-year assessments will also drive any changes that may be necessary to the curriculum plan for the remainder of the year to make sure that the appropriate amounts of time are spent on each standard. Learning results will also shape our professional development program for teachers.

Finally, students will take the NWEA assessment again in late May so that faculty and students can actively monitor the year's academic growth. NWEA results allow us to track student growth not only from Fall to Spring, but also from year to year so that we know longitudinally how students are progressing. This is a valuable tool for showing students and families the progress of their student throughout their academic career at AMMS.

Benchmark Assessments

AMMS's assessment plan includes the implementation of quarterly benchmarks in all grade level and with most content areas. Benchmarks will be administered four times per year. We will utilize summer professional development to align curriculum maps to these assessments and will provide quarterly professional development days to analyze student performance on these assessments. The results from these quarterly benchmarks will provide the school consistent feedback on teacher delivery and student performance. Instructional coaches will work with teachers to interpret and analyze the data – adjusting the instructional sequence, strategies, and methods used in the classroom to achieve mastery.

In summary, teachers will use assessment data daily to monitor students' learning and track their progress towards our learning goals. If, based on data, we determine that a student is significantly below grade level or not progressing as quickly or steadily as expected, we will convene a meeting with the instructional leadership team and initiate the RtI process through which we can monitor more closely a student's progress.

Instructional Leadership Team

Throughout the school year, the instructional leadership team will convene and analyze all performance data across the school. For example, the team will examine the following:

1. Percentage of students meeting CCR standards;
2. Percentage of students making high, typical and low growth on ISTEP;
3. The School's overall progress toward meeting AYP;
4. Percentage of students making one and one and a half year's progress (meeting personal growth goals) on NWEA;
5. Acuity diagnostic data;
6. Curriculum supporting the achievement of College Board Standards;
7. Percentage of students at each tier in RtI system;
8. Parental participation level;
9. Safety and discipline goals;
10. Teacher Performance and Professional Development Participation;
11. Attendance Rate for both students and staff

Based on a variety of data collected throughout the year, the instructional leadership team will work with staff, parents, and students to propose strategies for highlighting strengths and improvement.

Parent Communication

We know that each student needs as much adult support as they can receive. We intend to invest in the parents of each student as a major stakeholder in their education. We will use parent newsletters, mass and individual phone calls, email, parent conferences, and daily or weekly teacher communication to ensure that parents are well informed and have opportunities to be actively involved with the school.

Parent conferences will be required a minimum of twice each school year. We believe deeply in the importance of partnering with parents in helping our children achieve learning goals. This partnership is most effective when we keep parents abreast of the strategies teachers are using to support their child and encourage growth. Parents must also appreciate their responsibility in supporting students at home. Parent-Teacher Conferences are one of the most important places to attend to this partnership and we expect to work especially hard and track closely the percentage of parents who attend conferences to discuss their children's educational goals.

During these conferences, which students must attend with their parent, each student will be responsible for leading the parent and teacher through their current academic performance. The parent and teacher will further discuss the student's progress and steps to be taken to continue growth.

Teachers will complete and send home a bi-weekly report on each student's progress. Additionally, parents are able to access their child's academic and discipline progress at any time through the *PowerSchool* parent portal. A formal report card will be issued approximately every ten weeks for the forty-week school year. It is our intention that through the report cards, parents can know their child's overall progress towards meeting grade-level standards in each content area.

Data-Driven Instruction

All academic decisions made will be informed by data. We believe that decisions regarding grouping of students, RtI decisions, and even the previously created scope and sequence of our curriculum should be driven by student data. We will use data from the assessments outlined above to help guide our decisions in regard to each student's education. A majority of our Friday professional development time will be dedicated to analyzing student data and improving our instruction to best meet the needs of our students.

The Instructional Leadership Team will also hold Data Days as professional development. During Data Days, which are strategically planned throughout the year, teachers gather with members of the Instructional Leadership Team to analyze data and determine instructional adjustments. Teachers conduct item analyses, where they correlate each assessment question to a standards-based objective, assess student mastery per the objectives, and determine specific misunderstandings that may exist with groups of students or individual students to guide re-teaching plans. Student data will be reviewed before, during, and after RtI meetings to assure that appropriate action plans are created and progress is being made.

Data Days and RtI meetings are venues in which subgroup data will be disaggregated and analyzed. RtI meetings, which happen every 3 to 4 weeks, will have a student of focus, but progress of students with IEPs or ILPs will be discussed at every meeting to ensure they are receiving the appropriate levels of support and to analyze the effects. Data Days will offer classroom teachers the opportunity to disaggregate all their classroom data and establish their own subgroups within their classroom. ILT members will facilitate this work and assist teachers in determining adjustments to their instruction to ensure all students are meeting high academic expectations and receiving a college-preparatory education.

F. Human Capital

Table 9 presents our proposed staff plan for AMMS. We follow this with job descriptions of several key members of our team, including our administrative team and teacher leaders.

Table 9 - Proposed Staffing Plan

School Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	16-17 (75)	17-18 (140)	18-19 (205)	19-20 (230)	20-21 (270)	21-22 (280)
Administrators						
Principal	1	1	1	1	1	1
Assistant Principal		0.5	1	1	1	1
Director Of Curriculum				1	2	2
Dean						1
Business Manager		0.5	1	1	1	1
SpEd Director	0.25	0.5	0.5	0.5	1	1
Guidance Counselor	0.25	1	1	1	1	1
OFFICE TEAM	1.5	3.5	4.5	5.5	7	8
6th Grade Teachers	3	2	3	3	4	4
7th Grade Teachers		2.5	3	3	3	3
8th Grade Teachers			2	3	3	3
MS Intervention Teacher	1	1.5	3	3	4	4
PE		1	1	1	1	1
Art			1	1	1	1
Music				0.5	1	1
SPED/EL Teacher	0.5	1	1	2	2	2
Total Teaching Staff	4.5	8	14	16.5	19	18
Total Staff	6	11.5	18.5	22.5	26	24.5

Principal

The Principal reports directly to the Meadows Board Chair and will oversee AMMS with direct supervision of the fiscal operation, organizational management and employment.

Responsibilities include:

- 1) Promoting, motivating and maintaining a productive, creative, and caring atmosphere in which every scholar, parent, and educator can experience success;
- 2) Fostering an environment where scholars and staff are challenged to attain the vision they maintain for their future;
- 3) Securing and compiling data to determine if the vision, mission, goals, and outcome objectives are being met. Additionally, the school director will:
 - Be responsible for every aspect of the charter school operation and is the primary facilitator of the school's success, quality and character
 - Establish a school culture based on caring, concern, trust, and support for all scholars that adapts to the special needs of our families, and a culture that promotes planning for and attaining the vision of each scholar
 - Establish an educational culture based on caring, concern, trust and support for all educators and staff. Ensures that the charter school supports a meaningful and effective educational experience and operates at the highest level of standards while respecting the need to be financially responsible.

- Responsible for the development of strong relationships with the media, community partners, business partners, volunteers, other administrators, funders, and the chartering authority
- Responsible for the reporting, compliance, and evaluation of the school's metrics defined by the Mayor's Office and IDoE
- Responsible for implementing the accountability plan
- Responsible for hiring and evaluating all personnel, consultants and vendors
- Responsible for all day-to-day decision-making, financial transactions, purchase orders, documentation and information requests from the sponsor
- Responsible for personnel scheduling and benefits acquisition.
- Adhering closely to the central structure and principles of Core Knowledge

Assistant Principal

- The Assistant Principal at AMMS will be a critical member of our leadership team. He/she will work closely with the principal in shaping curricula, instruction, assessment and culture. He or she will employ effective practices of support of *AMMS* teachers in the implementation of our curricula and maintain continuous attention to student achievement.
- The specific responsibilities of this position include:
- Active participation on our Instructional Leadership Team, responsible for the quality of instruction and development at AMMS.
- Implementing the overall design of our assessment schedule through which we continuously measure growth and shape the instructional focus, support and professional development priorities across our school.
- Oversee the development and implementation of our intervention curriculum.
- Plan, organize, and oversee Professional Development meetings in which teachers analyze scholar data to promote academic growth.
- Evaluate teacher performance using the TAP rubric
- Design and implement our school's professional development program for teachers, based on teacher performance and student learning data.
- Promote the active involvement of families, familiarity with AMMS's curricula, and capacity to support their children's growth.
- Scrutinize facility and make recommendations as to facility improvement.
- Prepare annual performance audit in collaboration with the principal
- Other Duties In Support of the Overall Growth and Operations of AMMS, including:
 - Managing and following-up on behavior referrals submitted by the teachers
 - Collecting and organizing behavior referrals, Saturday School assignments, and suspension data and reporting this information to administrators and team leaders monthly.
 - Meeting with parents to relay students' progress and issues of concern and, as necessary, crafting behavior or suspension plans in accordance with scholar needs.

Business Manager

- The business manager is responsible for planning, coordinating, and supervising the school's day-to-day business operations. He or she will report to the Principal.
- The registrar/operations manager will:
- Supervise the enrollment, transfer, discharge, and readmission process for scholars and the preparation of related records and files.
- Supervise requisitions, maintains ongoing inventory, and processes packing slips.

- Coordinate the development of, and prepares the school budget; prepares budget transfers as appropriate; monitors the school budget
- Prepare and maintain purchase orders; approves/monitors expenditures; reconciles site records with monthly reports; resolves discrepancies; and ensures expenditures are within budget allowances for the month and year.
- Act as Human Resources to hire, coordinate benefits for new hires, and provide appropriate new hire training for staff.
- Train new staff on school policies as they apply to school site operations, site rules and procedures, computer operation and software programs used at the school site, proper use of office equipment, and emergency procedures.
- Develop, implement, and monitor work practices, systems, and methods that are consistent with the school's standards, policies, and procedures.
- Prepare purchase order or payment requisitions; and follows up with receipts, invoices, and expense claims.
- Investigate circumstances of employee on-the-job injuries; prepares required documentation; and reports safety hazards to the Executive Director.
- Monitor the school's accountability timelines and coordinates timely completion of administrative/clerical tasks.
- Perform other duties as assigned by the Principal.

Exemplary Classroom Teachers

Our success rests on our capacity to recruit, develop and retain high quality teachers. We expect to work especially hard to hire teachers who are mission-aligned, and aware of and sensitive to the needs of our target community. Classroom teachers are expected to participate in all professional development opportunities in order to improve their instructional skills and content knowledge. AMMS teachers will meet the expectations for certification as required by the State of Indiana.

The specific responsibilities of this position include:

- Hold all scholars to high standards, as well as modeling these standards themselves.
- Track scholar data, monitor progress, and adjust instruction to ensure all scholars are receiving the most appropriate and rigorous education possible.
- Communicate scholars' academic and behavioral progress to families regularly.
- Execute the key aspects of balanced literacy within the classroom; and infuse college preparation and literacy into daily lessons within their specific subject, whether that is through reading, writing, or discussion.
- Implement effective instructional strategies within lessons.
- Continuously work toward improving their instructional skills according to the TAP rubric by participating in ongoing job-embedded professional development.

Staffing Interventions and Support for Special Populations

While we work hard to address the needs of all scholars within the regular classroom, we recognize the varying speeds at which kids learn and the varying levels of support they need. We hold all scholars to high academic expectations, but we realize the process for reaching those expectations may be different for some scholars. There will always be one additional teacher than we have classrooms at each grade level. This teacher will work as an Intervention Teacher and provide small group remediation and/or enrichment to students.

Special Education Teacher

Our Special Education Teacher will provide Tier III supports for scholars with special learning needs. This coordinator will be a licensed Special Education Teacher, qualified to provide the services required for scholars with a diagnosed learning disability and an IEP. Literacy Specialists will communicate and collaborate regularly with classroom and Literacy Specialists.

If a scholar whose disability is considered “low incidence” enrolls in our school and requires a teacher with specialized certification or licensure, we expect to contract with appropriate staff to meet the scholars’ needs. We have established relationships with Easter Seals Crossroads Rehabilitation Center and Cummins Behavioral Health that allow us to meet the needs of all scholars in our care at AMMS. Each is aware and fully supportive of our intention to replicate.

English Language Learner (ELL) Teacher

AMMS is committed to meeting the needs of all learners, including those with limited English proficiency or who speak a language other than English at home. The Home Language Survey, completed as part of our enrollment packet, will help us identify scholars who may require language support. Still, as with every other child in our school, we intend to support our scholars with limited English proficiency through the RtI system. We will place scholars who require additional assistance in Tier II or, if necessary, Tier III, based on the assessment data; then, during bi-monthly meetings, our Scholar Study Team will meet to identify methods of interventions, goals and the means to assess scholar progress. The Scholar Study Team also takes responsibility for informing parents of their child’s initial place in our RtI system and, subsequently, the progress they make each quarter.

Best practices in serving scholars with limited English proficiency require that teachers employ a variety of intentional, language-based strategies towards building scholars’ capacity with English, while simultaneously building their mastery of explicit content, as described in the Indiana Academic Standards and Core Knowledge Sequence. Yet, based on the needs of our scholars, we also intend to set aside ample time to provide our teachers with the necessary training and support in implementing teaching strategies to best serve these scholars.

Should the needs of our scholars demand it, we will target through our hiring process educators with expertise in English Language Learning so that we can be sure that we have a resident expert available to support all teachers implementing best practices. Our ELL specialist will be responsible for assisting the classroom teacher in designing a classroom that will meet the needs of these scholars as well as providing individualized support (pull-out or push-in).

Staff Recruitment and Retention

AMMS will actively seek out mission-fit educators and staff members to contribute towards achieving its mission. To accomplish this we will identify highly successful and competent individuals who are dedicated to serving our specific population and helping young scholars achieve their vision. This will require research to find highly successful individuals and a devotion to establishing relationships with them through consistent communication. Our most established means of staff recruitment will come through relationships and partnerships with organizations such as *Teach For America* and *Indianapolis Teaching Fellows*. From these organizations we will identify individuals who meet our expectations. We will also recruit from diverse pools of candidates, seeking qualified teachers that reflect all aspects of diversity. We will recruit active members as well as alumni from these organizations. AMMS encourages the excitement and energy of young educators but also values the experience of veteran teachers.

It will be the explicit role of the principal and assistant principal to retain the exceptional AMMS teaching staff. Aspects of the school that will aide in teacher retention will be the ongoing professional development, scheduled weekly and strategically throughout the year. *AMMS* will offer opportunities for teachers to assume leadership roles in multiple career paths on our Instructional Leadership Team, such as Mentor Teacher. The most important and most influential factor in retaining staff is the culture set within the school. Distributive leadership will be a large part of the school's culture. Teachers will have the opportunity to be a part of and create committees for multiple facets of the school community, including community outreach and hiring. Staff recognition is also critical to making people feel a part of a school's mission. The administration of *AMMS* will make it a priority to regularly recognize staff for their efforts and accomplishments.

Hiring

To ensure AMMS selects teachers who are mission-fit, we will employ a 3-phase hiring process.

1. An initial conversation will determine if the individual is a possible candidate for teaching or working with the families and staff at AMMS.
2. An interview by committee will be conducted to gain insight into the mindsets, goals, and personality of the candidate.
3. A classroom observation of the candidate will provide evidence that the candidate is instructionally strong, has classroom leadership, and is mission-fit.

The following information appropriate for the position applied for will be used to evaluate applicants. Evaluation of each application may include, but will not be limited to, the following information as appropriate for the position applied for:

1. Mission-Fit
2. Education background
3. Special training
4. Referrals/recommendations
5. Experience
6. Character background
7. Ability to communicate and work in a team environment
8. Community participation
9. Attitude and Enthusiasm
10. Professional dress and appearance
11. Certification
12. Acceptance of the curriculum and overall objectives of the charter school
13. Parents will be informed of the qualification of teachers as per the guidelines set forth by the NCLB legislation. Notices will be sent to parents regarding the teacher's qualifications. An outline of the qualifications will be kept on a spreadsheet and will be available for review by parents in the school's administrative offices.

Compensation and Benefits

AMMS teachers will meet the expectations for certification. The school will also meet the standards set by the NCLB Legislation and the Indiana Statutes for hiring qualified personnel. The school administration also understands that 90% of teachers must meet certification requirements by the 2017 school year.

AMMS will conduct background checks and fingerprinting in accordance with Indiana Statutes. The school will not violate the anti-discrimination provisions of the Indiana State Law. The

school will reserve the right to discharge employees “at will.” Terminated employees will receive earned pay for the next regular pay period.

The school will be a public employer and as such, the employees will be members of the state retirement and benefits system. All school employees will participate in the Public Employees Retirement Fund and the Teacher’s Retirement Fund.

The school will offer a Dual Medical Plan for its employees. The school will also offer Short Term Disability, Dental coverage and a Term Life insurance policy. It is our intent to offer a vision plan. Employees will be responsible for 100% of the cost. This plan is dependent on meeting the employee participation requirements.

A salary schedule for all certified staff can be found in Attachment N. Administrative positions will negotiate salary with the Board of Directors at the end of every contractual term. Salary increases will be carefully negotiated as the budget allows.

Professional Development

AMMS prioritizes the personal and professional development of its staff. We will provide ongoing professional development for staff on a weekly basis, and at strategically planned intervals throughout the year.

At the beginning of each year, each AMMS staff member will set his or her own goals for the year. During initial individual check-ins with the principal, staff members will lay out the action steps needed to attain their goals. As the year progresses, these goals will be revisited during individual check-ins and post-conferences to ensure staff members are maintaining alignment with their own visions.

Four Professional Development Days are built in to the school calendar. This is for the purpose of efficiently and effectively providing professional development to our staff in a differentiated and undistracted environment. They will also convene a professional learning community (PLC) in which they will normalize rubrics and assessments, perform item analyses, etc. Finally, the teams will have team planning time in which grade level teachers or subject departments can do lesson targeting and discuss the upcoming week’s lessons. RTI meetings occur with individual classrooms on Tuesdays during prep. All other prep periods are time for co-teaching teams to collaborate and prepare strong instruction.

Staff Evaluation

AMMS will employ the TAP rubric to evaluate teachers. This rubric establishes a common language, which defines expectations of exemplary teaching. This rubric is divided into three domains that are essential to an effective classroom: designing and planning, instruction, and the learning environment. Each domain is divided into indicators that describe student mastery, discussion, differentiation, and growth. The members of the Instructional Leadership Team (ILT) will evaluate staff four times each year (two announced and two un-announced) and confer with the teacher following the observation, identifying strengths, growth areas and overall scores.

The administrative staff and other staff members will individually set goals for their professional performance in alignment with school wide goals. These goals will be regularly assessed and monitored during individual check-ins with the principal. When goals are

completed or not met, the principal and particular staff member will discuss further action steps and create timelines to accomplish goals.

I. Additional Considerations

A. Goals

School Specific Goals for Educational Performance

Mission Statement: The mission of *Avondale Meadows Middle School* is to provide a rigorous and relevant college-preparatory program, grounded in our belief in the ability of every child to succeed at high levels. Through well-coordinated support, a strong partnership with families and close attention to results, our students will consistently meet and exceed academic standards ensuring their success at future college graduates and lifelong learners.

ACADEMIC PERFORMANCE GOAL #1:

All scholars will achieve personal growth goals in Reading by the end of each school year.

Performance Indicators: Scholars will achieve one-year personal growth goals based on NWEA Map test of each spring. Classroom teachers and each scholar will track their scores throughout the year and monitor progress toward goals.

Annual Targets

Charter Year	Calendar Year	Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
1	2016-2017	80% or above of AMMS students meet their NWEA growth goals.	75 – 79.9% of AMMS students meet their NWEA growth goals.	65 – 74.9% of AMMS students meet their NWEA growth goals.	Below 65% of AMMS students meet their NWEA growth goals.
2	2017-2018	80% or above of AMMS students meet their NWEA growth goals.	75 – 79.9% of AMMS students meet their NWEA growth goals.	65 – 74.9% of AMMS students meet their NWEA growth goals.	Below 65% of AMMS students meet their NWEA growth goals.
3	2018-2019	85% or above of AMMS students meet their NWEA growth goals.	80 – 84.9% of AMMS students meet their NWEA growth goals.	75 – 79.9% of AMMS students meet their NWEA growth goals.	65 – 74.9% of AMMS students meet their NWEA growth goals.
4	2019-2020	85% or above of AMMS students meet their NWEA growth goals.	80 – 84.9% of AMMS students meet their NWEA growth goals.	75 – 79.9% of AMMS students meet their NWEA growth goals.	65 – 74.9% of AMMS students meet their NWEA growth goals.

5	2020-2021	90% or above of AMMS students meet their NWEA growth goals.	85 – 89.9% of AMMS students meet their NWEA growth goals.	80 – 84.9% of AMMS students meet their NWEA growth goals.	75 – 79.9% of AMMS students meet their NWEA growth goals.
6	2021-2022	90% or above of AMMS students meet their NWEA growth goals.	85 – 89.9% of AMMS students meet their NWEA growth goals.	80 – 84.9% of AMMS students meet their NWEA growth goals.	75 – 79.9% of AMMS students meet their NWEA growth goals.

Assessment Tools: NWEA is a standardized test that is designed to assess scholars and set individual growth goals. This test will be used three times throughout each academic year to generate baseline data, monitor progress, and show scholar growth.

Attachments: Attachment O details the assessment tool that helps structure growth goals.

Assessment Reliability and Scoring Consistency: Based on its adoption by schools nationwide, including AMA and VAR, NWEA has proven to be a successful way to measure student performance. With more than 4.5 billion pairs of test items and responses collected over more than 12 years, the Growth Research Database (GRD) is the hub of NWEA's research, and the most extensive collection of student growth data in the country. The high quality of the data and the database size makes the GRD immensely valuable to researchers and others interested in the study of student achievement.

Baseline Data: Our baseline data will be generated in August of our first year after the initial NWEA test is administered.

ACADEMIC PERFORMANCE GOAL #2:

All scholars will achieve personal growth goals for Math by the end of each school year.

Performance Indicators: Scholars will achieve personal growth goals upon completion of the NWEA Spring test of each academic year. Classroom teachers and each scholar will track their scores and goals throughout the year to monitor progress toward goals.

Annual Targets

Charter Year	Calendar Year	Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
1	2016-2017	80% or above of AMMS students meet their NWEA growth goals.	75 – 79.9% of AMMS students meet their NWEA growth goals.	65 – 74.9% of AMMS students meet their NWEA growth goals.	Below 65% of AMMS students meet their NWEA growth goals.
2	2017-2018	80% or above of AMMS students meet their NWEA growth goals.	75 – 79.9% of AMMS students meet their NWEA growth goals.	65 – 74.9% of AMMS students meet their NWEA growth goals.	Below 65% of AMMS students meet their NWEA growth goals.

3	2018-2019	85% or above of AMMS students meet their NWEA growth goals.	80 – 84.9% of AMMS students meet their NWEA growth goals.	75 – 79.9% of AMMS students meet their NWEA growth goals.	65 – 74.9% of AMMS students meet their NWEA growth goals.
4	2019-2020	85% or above of AMMS students meet their NWEA growth goals.	80 – 84.9% of AMMS students meet their NWEA growth goals.	75 – 79.9% of AMMS students meet their NWEA growth goals.	65 – 74.9% of AMMS students meet their NWEA growth goals.
5	2020-2021	90% or above of AMMS students meet their NWEA growth goals.	85 – 89.9% of AMMS students meet their NWEA growth goals.	80 – 84.9% of AMMS students meet their NWEA growth goals.	75 – 79.9% of AMMS students meet their NWEA growth goals.
6	2021-2022	90% or above of AMMS students meet their NWEA growth goals.	85 – 89.9% of AMMS students meet their NWEA growth goals.	80 – 84.9% of AMMS students meet their NWEA growth goals.	75 – 79.9% of AMMS students meet their NWEA growth goals.

Assessment Tools: NWEA is a standardized test that is designed to assess scholars and set individual growth goals. This test will be used three times throughout each academic year to generate baseline data, monitor progress, and show scholar growth.

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Baseline Data: Our baseline data will be generated in August of our first year after the initial NWEA test is administered.

ORGANIZATIONAL VIABILITY/NON-ACADEMIC PERFORMANCE GOAL #1:

AMMS will retain teachers who perform at or above 3 on the TAP rubric.

Performance Indicators: We will strive to maintain consistently high teacher retention rates, which may include offering teachers multiple career paths within the school team.

Annual Targets

Charter Year	Calendar Year	Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
1	2016-2017	80% or above of teachers (ave. score 3 or more) return the following year.	70%-79.9% of teachers (ave. score 3 or more) return the following year.	60%-69.9% of teachers (ave. score 3 or more) return the following year.	50%-59.9% of teachers (ave. score 3 or more) return the following year.
2	2017-2018	80% or above of teachers (ave. score 3 or more) return the following year.	70%-79.9% of teachers (ave. score 3 or more) return the following year.	60%-69.9% of teachers (ave. score 3 or more) return the following year.	50%-59.9% of teachers (ave. score 3 or more) return the following year.
3	2018-2019	86% or above of teachers (ave. score 3 or more) return the following year.	76%-85% of teachers (ave. score 3 or more) return the following year.	66%-75% of teachers (ave. score 3+) return the following year.	Less than 65% of teachers (ave. score 3+) return the following year.
4	2019-2020	86% or above of teachers (ave. score 3 or more) return the following year.	76%-85% of teachers (ave. score 3 or more) return the following year.	66%-75% of teachers (ave. score 3+) return the following year.	Less than 65% of teachers (ave. score 3+) return the following year.
5	2020-2021	90% or above of teachers (ave. score 3+) return the following year.	81%-89% of teachers (ave. score 3+) return the following year.	71%-80% of teachers (ave. score 3+) return the following year.	Less than 70% of teachers (ave. score 3 or more) return the following year.
6	2021-2022	90% or above of teachers (ave. score 3+) return the following year.	81%-89% of teachers (ave. score 3+) return the following year.	71%-80% of teachers (ave. score 3+) return the following year.	Less than 70% of teachers (ave. score 3 or more) return the following year.

Assessment Tools and Measures: To assess teacher performance we will use the RISE Teacher Effectiveness rubric. This rubric focuses on Instruction, Planning, and Teacher Leadership. Teacher retention reports will be created each year to present to the Board of Directors to determine organizational viability.

Attachment: The TAP Rubrics are included in Attachment P.

Assessment Reliability and Scoring Consistency: Only our Instructional Leadership Team will evaluate teachers based on the TAP rubric. Each member of the Instructional Leadership Team will receive development on the rubric during TAP Core Training and be a certified evaluator. This team will receive thorough development during weekly ILT meetings and be well versed in the rubric. As an ILT we will perform practice evaluations and team evaluations to ensure inter-rater reliability.

Baseline Data: We will determine our baseline through evaluation data collected in the Fall 2016. We expect to have our first round of complete data in June 2017.

ORGANIZATIONAL VIABILITY/NON-ACADEMIC PERFORMANCE GOAL #2:

AMMS will retain administrators who perform at or above an average of 3 on the RISE Principal Effectiveness Rubric.

Performance Indicator: We will know we have met this goal by tracking community partners and their contact with our scholars either inside the school building or out in the community.

Annual Targets

Charter Year	Calendar Year	Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
1	2016-2017	More than 20 community partners will have direct contact with AMMS scholars.	15-20 community partners will have direct contact with AMMS scholars.	10-15 community partners will have direct contact with AMMS scholars.	Fewer than 10 community partners will have direct contact with AMMS scholars.
2	2017-2018	More than 20 community partners will have direct contact with AMMS scholars.	15-20 community partners will have direct contact with AMMS scholars.	10-15 community partners will have direct contact with AMMS scholars.	Fewer than 10 community partners will have direct contact with AMMS scholars.
3	2018-2019	More than 25 community partners will have direct contact with AMMS scholars.	20-25 community partners will have direct contact with AMMS scholars.	15-20 community partners will have direct contact with AMMS scholars.	Fewer than 15 community partners will have direct contact with AMMS scholars.
4	2019-2020	More than 25 community partners will have direct contact with AMMS scholars.	20-25 community partners will have direct contact with AMMS scholars.	15-20 community partners will have direct contact with AMMS scholars.	Fewer than 15 community partners will have direct contact with AMMS scholars.
5	2020-2021	More than 30 community partners will have direct contact with AMMS scholars.	25-30 community partners will have direct contact with AMMS scholars.	20-25 community partners will have direct contact with AMMS scholars.	Fewer than 20 community partners will have direct contact with AMMS scholars.
6	2021-2022	More than 30 community partners will have direct contact with AMMS scholars.	25-30 community partners will have direct contact with AMMS scholars.	20-25 community partners will have direct contact with AMMS scholars.	Fewer than 20 community partners will have direct contact with AMMS scholars.

Assessment Tools and Measures: AMA's Director of Community Partnerships will track all community partners who work with the scholars of AMMS. Community Partners will sign a volunteer log each time they work with our scholars.

Assessment Reliability and Scoring Consistency: Community Partners will sign a volunteer log each time they work with our scholars.

Baseline Data: We will determine our baseline during the 2016-2017 school year. We will have baseline data by June 2017.

B. Community Partnerships

We believe in establishing a community school that serves the local Meadows community, but also the city of Indianapolis. To ensure this happens, AMMS will rely heavily in the first few years on the partnerships that have already been created at AMA. The Principal, Assistant Principal, and Director of Community Partnerships from *AMA* will work together to further establish partnerships that will generate a sense of concern, passion, and pride for our school's community. We will continue to build these relationships by engaging ourselves in the work of these groups. We will continue to foster these relationships that align both parties to better serve our scholars and the families of our target neighborhoods and our city. See Attachment Q for a list of community partnerships we maintain and will expand in our efforts to serve *AMMS*.

C. Transportation

Depending on our location, budget, and parent interest, we will consider a number of transportation plans. These options will include:

1. Free bus transportation including common pick up and drop off points in targeted neighborhoods.
2. Fee-based bus transportation (on a sliding scale based on income) to students who request it.
3. Parent-generated transportation, coupled with after-school program to care for students beyond school hours (and accommodating parents' work schedules).
4. Public bus transportation, based on location of the school (available to students 12 or older).
5. A combination of any of the options listed above.

Our experience at *AMA* may prove especially informative in determining which of these options is best. Currently, we do not offer transportation for our families; yet, basic demographic information suggests that our population is no different in educational background or family income from the schools around us. The fact that we are unable to provide school-organized transportation for our students does present challenges for a small number of families; in fact, every year three to five families identify transportation as the primary reason they must withdraw their child from *AMA*; yet, almost 99% of our families transport their kids daily. They are able to devise a number of different strategies to transport their children to school each day.

We have found there to be significant advantages to students and the connection that our parents build with the school, because they must drop off or pick up their children each day. In fact, for safety reasons, we require families to come in and sign out their children each day at the classroom door. This, in turn, allows parents a very short conference or update with their child's teacher each day. Again, while we understand the challenges presented by the fact that the school is not able to formally organize transportation for our students, we also believe there to be a huge upside in that it facilitates such a strong relationship with our families. Whatever option we choose, we will certainly devise creative ways to engage families as effectively as we are connected to parents at our current location.

Finally, should we decide to ask parents to provide their children transportation to and from the school, we will work closely with our parent leaders to organize a car-pooling strategy for interested families. Beginning in our first year, we intend to conduct an inventory of all community resources (i.e. faith based, human services and local recreational organizations) to design a carpooling strategy that meets the before and after school needs of our families. Regardless of the option we choose, it is important that we communicate our commitment to ensuring that all of our families have access to safe, dependable and punctual means of transportation each school day.

D. Timeline

Below is a timeline of tasks and responsibilities. It includes specific tasks associated with a gradual development of a school community, tasks and duties dependent upon acquiring/building a new school facility, and opening a new school. This is a working document, and we expect to revise this timeline multiple times, based on feedback from multiple stakeholders in the school's long-term success. This will be a primary focus topic for the AMA board through the summer and fall, beginning with the strategic planning meeting in June.

Month	Task	Responsibility
June		
2	OEI Approves AMMS Charter	Mayor's Office
15	AMA/Vision/AMMS Strategic Planning Meeting	Board
July		
20	Complete Walton Business plan	KH
25	Complete CSP Grant Application	KH
August		
15	Walton Grant Interview	Board/KH
September		
15	Draft AMMS Founding Principal Job Description	Board/KH
October		
15	Post AMMS Founding Principal Job Opening	KH
November		
1 - 15	Conduct AMMS Principal Interviews	Board/KH
15	Make offer for AMMS Principal Role	Board/KH
15-30	Identify Possible Locations	Board
December		
1	AMMS Principal Start Date	AMMS Principal
1-10	Tour Facilities	AMMS Principal
10	Develop Detailed Spring Start-up Calendar	AMMS Principal
15	Draft Job Description for Founding Staff Roles	AMMS Principal
January		
1	Launch School Website	AMMS Principal
6	Hold first Community Awareness Meeting	AMMS Principal
20	Secure Temporary facility for Year 1	AMMS Principal
22	Begin Interview process for Staff/Teachers	AMMS Principal/KH
February		
10	Draft Comprehensive Student Recruitment Calendar	AMMS Principal

15	Deadline for hiring first Lead Teacher	AMMS Principal
15 – 28	Excellent School Visit Tours	AMMS Principal
28	Collect “Intent to Enroll” forms from AMA 5 th Graders	AMMS Principal
March		
15	Lead Teacher Begins (75% AMMS, 25% AMA)	AMMS Principal
25	Conduct Staff Interviews	Lead Team
28	Place FF&E Order	AMA Business Mgr
April		
5-10	Design Staff Induction Process	AMMS Principal
15-20	Design and plan curriculum institute	AMMS Principal
25	Conduct Lottery (if necessary)	AMMS Principal
May		
5-25	Hold school information sessions	AMMS Principal
31	Finalize Teacher Hiring	AMMS Principal
June		
11-12, 15	Establish: Curriculum Plan and Assessment Schedule	Lead Team
16	Formulate '13-'14 Classes and Daily Schedule	AMMS Principal
16	Complete Draft of the Culture Rubric	AMMS Principal
16	Schedule ILT, Culture and Admin. Meetings	AMMS Principal
22-26	Plan Teacher PD Week	AMMS Principal/KH
July		
1	Establish agenda for All Stakeholders Meeting	AMMS Principal
4	AMMS Stakeholders Meeting	AMMS Principal
11-16	Curriculum Institute	Lead Team
29	PD: Teacher Introductions, School Goals/Vision/Community	
30	PD: Teacher Mindsets, Expectations, and Families	Full Staff
31	PD: School Curriculum, Schedule, Expectations	Full Staff
August		
1	PD: School-wide Procedures, Systems,	Full Staff
2	PD: Evaluations/TAP	Full Staff
4	Welcome to School Barbecue	Full Staff
5	PD: Staff Breakfast and Teacher Work Day	Full Staff
6	First Day of School	Full Staff

Appendix A – Budget & Cash Flow

5-Year Budget Projections

1 Enter Name of School
Avondale Meadows Middle School

2 Projected Enrollment

75	140	205	230	270
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3 Enter Revenue Assumptions below

	Income	Pre-Opening	FY17	FY18	FY19	FY20	FY21	Total
1	Basic Grant		\$517,481.85	\$ 965,966.12	\$ 1,414,450.39	\$ 1,586,944.34	\$ 1,862,934.66	\$6,347,777.36
								\$ -
5	Federal Lunch Program		\$ 39,468.00	\$ 73,673.60	\$ 107,879.20	\$ 121,035.20	\$ 142,084.80	\$ 484,140.80
9	Title I		\$ 7,994.25	\$ 14,922.60	\$ 21,850.95	\$ 24,515.70	\$ 28,779.30	\$ 98,062.80
10	Title II (Professional Development)		\$ 850.00	\$ 1,586.67	\$ 2,323.33	\$ 2,606.67	\$ 3,060.00	\$ 10,426.67
13	IDEA 611/619		\$ 13,320.30	\$ 24,864.56	\$ 36,408.82	\$ 40,848.92	\$ 47,953.08	\$ 163,395.68
17	Textbook Fees		\$ 500.00	\$ 933.33	\$ 1,366.67	\$ 1,533.33	\$ 1,800.00	\$ 6,133.33
18	Textbook Reimbursement		\$ 2,666.00	\$ 3,999.00	\$ 5,998.50	\$ 6,000.00	\$ 6,000.00	\$ 24,663.50
23	AMA loan	\$ 150,000.00	\$ 200,000.00					\$ 350,000.00
	Total Income	\$ 150,000.00	\$ 782,280.40	\$ 1,085,945.88	\$ 1,590,277.86	\$ 1,783,484.16	\$ 2,092,611.84	\$ 7,484,600.14
	Total Expense	\$ 134,893.00	\$ 787,700.04	\$ 1,046,162.10	\$ 1,500,415.33	\$ 1,724,863.66	\$ 1,954,939.73	\$ 7,148,973.86
	Net Income	\$ 15,107.00	\$ (5,419.64)	\$ 39,783.78	\$ 89,862.53	\$ 58,620.50	\$ 137,672.11	\$ 335,626.28
	Beginning Cash Balance		\$ 15,107.00	\$ 9,687.36	\$ 49,471.14	\$ 139,333.68	\$ 197,954.18	\$ 411,553.35
	Ending Cash	\$ 15,107.00	\$ 9,687.36	\$ 49,471.14	\$ 139,333.68	\$ 197,954.18	\$ 335,626.28	\$ 747,179.64

Year-One Cash Flow

Enter Name of School and Applicable Fiscal Year

Avondale Meadows Middle School	FY17
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Enter Revenue Assumptions below

Income	July	August	September	October	November	December	January	February	March	April	May	June	Total
Basic Grant	\$ 43,123.49	\$ 43,123.49	\$ 43,123.49	\$ 43,123.49	\$ 43,123.49	\$ 43,123.49	\$ 43,123.49	\$ 43,123.49	\$ 43,123.49	\$ 43,123.49	\$ 43,123.49	\$ 43,123.49	\$517,481.85
Federal Lunch Program		\$ 3,588.00	\$ 3,588.00	\$ 3,588.00	\$ 3,588.00	\$ 3,588.00	\$ 3,588.00	\$ 3,588.00	\$ 3,588.00	\$ 3,588.00	\$ 3,588.00	\$ 3,588.00	\$ 39,468.00
Title I				\$ 7,994.25	\$ 7,994.25	\$ 7,994.25	\$ 7,994.25	\$ 7,994.25	\$ 7,994.25	\$ 7,994.25	\$ 7,994.25	\$ 7,994.25	\$ 7,994.25
Title II (Professional Development)				\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00
IDEA 611619				\$ 1,480.03	\$ 1,480.03	\$ 1,480.03	\$ 1,480.03	\$ 1,480.03	\$ 1,480.03	\$ 1,480.03	\$ 1,480.03	\$ 1,480.03	\$ 13,320.30
Textbook Fees				\$ 250.00	\$ 250.00								\$ 500.00
Textbook Reimbursement							\$ 2,666.00						\$ 2,666.00
AMA Start-up Loan	\$ 150,000.00												\$ 150,000.00
Total Income	\$ 193,123.49	\$ 46,711.49	\$ 46,711.49	\$ 57,285.77	\$ 57,285.77	\$ 57,035.77	\$ 59,701.77	\$ 57,035.77	\$ 57,035.77	\$ 57,035.77	\$ 57,035.77	\$ 57,035.77	\$ 803,034.40
Total Expense	\$ 130,152.50	\$ 64,339.50	\$ 59,339.50	\$ 59,339.50	\$ 59,339.50	\$ 59,339.50	\$ 59,339.50	\$ 59,339.50	\$ 59,339.50	\$ 59,339.50	\$ 59,339.50	\$ 59,152.50	\$ 787,700.04
Net Income	\$ 62,970.98	\$ (17,628.02)	\$ (12,628.02)	\$ (2,053.73)	\$ (2,053.73)	\$ (2,303.73)	\$ 362.27	\$ (2,303.73)	\$ (2,303.73)	\$ (2,303.73)	\$ (2,303.73)	\$ (2,116.73)	\$ 15,334.36
Beginning Cash Balance		\$ 62,970.98	\$ 45,342.97	\$ 32,714.95	\$ 30,661.22	\$ 28,607.49	\$ 26,303.76	\$ 26,666.02	\$ 24,362.29	\$ 22,058.56	\$ 19,754.83	\$ 17,451.09	
Ending Cash	\$ 62,970.98	\$ 45,342.97	\$ 32,714.95	\$ 30,661.22	\$ 28,607.49	\$ 26,303.76	\$ 26,666.02	\$ 24,362.29	\$ 22,058.56	\$ 19,754.83	\$ 17,451.09	\$ 15,334.36	

Appendix B – Attachments

Attachment A – Board Minutes Referencing Replication Decision

Avondale Meadows Academy/ Vision Academy – Indianapolis Minutes of the Board of Directors February 19, 2015

The meeting was convened by Rose Mays, at 4:09 P.M. at Vision Academy. Board members present: John Ackerman, Kelly Braverman, Judith Hall, Lois Johnson, Rose Mays and Gene Zink (by phone).

The Board was joined by Kelly Herron, Principal, Avondale Meadows Academy (AMA), Ian Yearwood, Principal, Vision Academy (VA), Janie Seivers, Business Manager (AMA), LaTanya Smith, Business Manager (VA), Kyle Rouse, CCN Director of Operations, Lauren Rush, CCN Chief Financial Officer, and Jackie Gantzer, Mayor's Office.

Public Comments:

There were no public comments.

Approval of Minutes

The February 19, 2015 Public Meeting minutes were presented and approved.

MOTION: Approved minutes as presented

John Ackerman made the motion, Kelly Braverman seconded. Motion carried.

Financial Statements

Avondale Meadows Academy

Headline: AMA is on track to end the year with a negative variance against budget, but still a positive net income. Budgeted net income was \$210,781, projected net income is \$155,228.

Cash Projections: Starting cash was \$2,045,521 and ending cash projection is \$2,062,842.

January Net Income: \$121,615 against budgeted net income of \$152,153

January Cash Balance: \$1,708,962, up from \$1,657,797 in December

Outstanding receivables from the state: \$93K based on March grant reimbursement submissions, \$107K received in February.

Vision Academy @ Riverside

Headline: Vision is on track to end the year with a positive variance against budget. Budgeted net income was (\$141,538), projected net income is \$158,681.

Cash Projections: Starting cash was \$198,964 (from AMA loan) and ending cash projection is \$523,970.

January Net Income: (\$69,900) against budgeted net income of \$70,922

January Cash Balance: \$158,104, down from \$251,311 in December

Outstanding receivables from the state: \$306K based on March reimbursements; \$108K received in February

MOTION: Approve Financials as presented.

Kelly Braverman made the motion, John Ackerman seconded. Motion carried.

Operations Update

Fraudulent Checks

During the monthly bank reconciliation process, we found that 2 fraudulent checks cleared our

account on February 11. Each check was just over \$900 and was printed on a counterfeit check template. A police report has been filed and a claim was submitted with the bank. The detective on the case has confirmed that other clients with Huntington and Regents bank have been targeted by the same suspects, one of whom is already in custody. The school has been refunded in full already. As a precautionary measure, we've enrolled in a fraud protection program with Huntington whereby we upload positive pay files to be cross-checked every time a check is issued.

Fresh Fruit and Vegetable Program

Both schools submitted applications to participate in the Fresh Fruit and Vegetable Program (FFVP) next school year. FFVP is a federally assisted program providing free fresh fruits and vegetables to students in addition to the currently provided breakfast, lunch and snacks. If approved we will receive \$50- \$75 per student for the school year.

2015-2016 Budget

We have begun drafting our budgets for the 2015-2016 school year. We do need a little more time to work out some details. We will meet with John during the month of April to review the budget and plan to bring a draft budget to the full Board at our April meeting.

AMA Education Brief:

- Enrollment: Current enrollment is 469. Target is 470.
- Attendance rate is currently at 94.1%; Tardy rate is 5.6%
- Enrollment Open House was held on 3/5 which produced a great turn out. We learned a few things this year for making it better in the future.
- We have 117 enrollment applications which is up by 26 from 2014. This is in addition to our 358 students who turned in and Intent To Return.
- For the first time AMA will have baseball and softball team, with the help of Douglass Little League.
- Intercession will be held the week of 3/24 – 3/27.

Vision Academy Update:

- Enrollment: Current enrollment is 253. Target is 290.
- Attendance rate is currently at 91.1%. The VAR team is learning from AMA as to how to address those who are tardy.
- 2015-16 Enrollment: Of the 250 Intent To Return forms submitted, 216 students are likely to return. Additionally, we have received 50 new applications and 99 additional spots. The target is 365 for 2015-16. Capacity is 389.
- Intercession will be held the week of 3/24 – 3/27.
- We've hired three new Intervention Teachers to help in KG, 5th, 6th, and Special Ed.

Focus Topics

Accounting Services

We would like to explore alternatives to our current accounting services provider, CSMC. The transition to CSMC has proven difficult and we have been disappointed with the services offered in regards to the timing of monthly financials, grant management and payroll. We will present a cost/services proposal from two local accounting firms – Bookkeeping Plus and INI Schools. We are hoping that the Board might lend its input to help us make the strongest possible choices as to how to best address our accounting and data needs. We plan to meet with representatives from each company in the coming weeks.

Mayor's Office Accountability Report

Last month, we received our Annual Accountability report from the Mayor's Office for the 2013-2014 school year. We will review the ratings on this year's report, compare to past years and discuss areas of growth and improvement. The accountability report is divided into three sections:

Core Question 1: Is the educational program a success?

The Academic Performance Framework gauges the academic success of schools in serving their target populations and closing the achievement gap in Indianapolis.

Core Question 2: Is the organization in sound fiscal health?

The Financial Performance Framework gauges both near term financial health and longer term financial sustainability while accounting for key financial reporting requirements.

Core Question 3: Is the organization effective and well run?

The Governance and Leadership Performance Framework gauges the success of the school leadership and board of directors in providing the students at the school with a high quality education while adhering to the charter agreement and other applicable laws.

AMA Middle School Charter Proposal

In an effort to continue to support our students' growth past fifth grade, we would like to submit a replication application to the Mayor's Office of Education Innovation for Avondale Meadows Middle School, serving students in 6th through 8th grade. Full applications are due to the Mayor's Office by April 21st. Obtaining an additional charter would allow us to be eligible for start-up grants, the planning grant and Walton Grant. We would have flexibility on when/if to utilize the charter. We would like to ask the Board to review the concept and pose questions that will help us think through our proposal.

MOTION: Recommend the School Leaders to file a Middle School Charter Application with the Mayor's office.

John Ackerman made the motion, Kelly Braverman seconded. Motion carried.

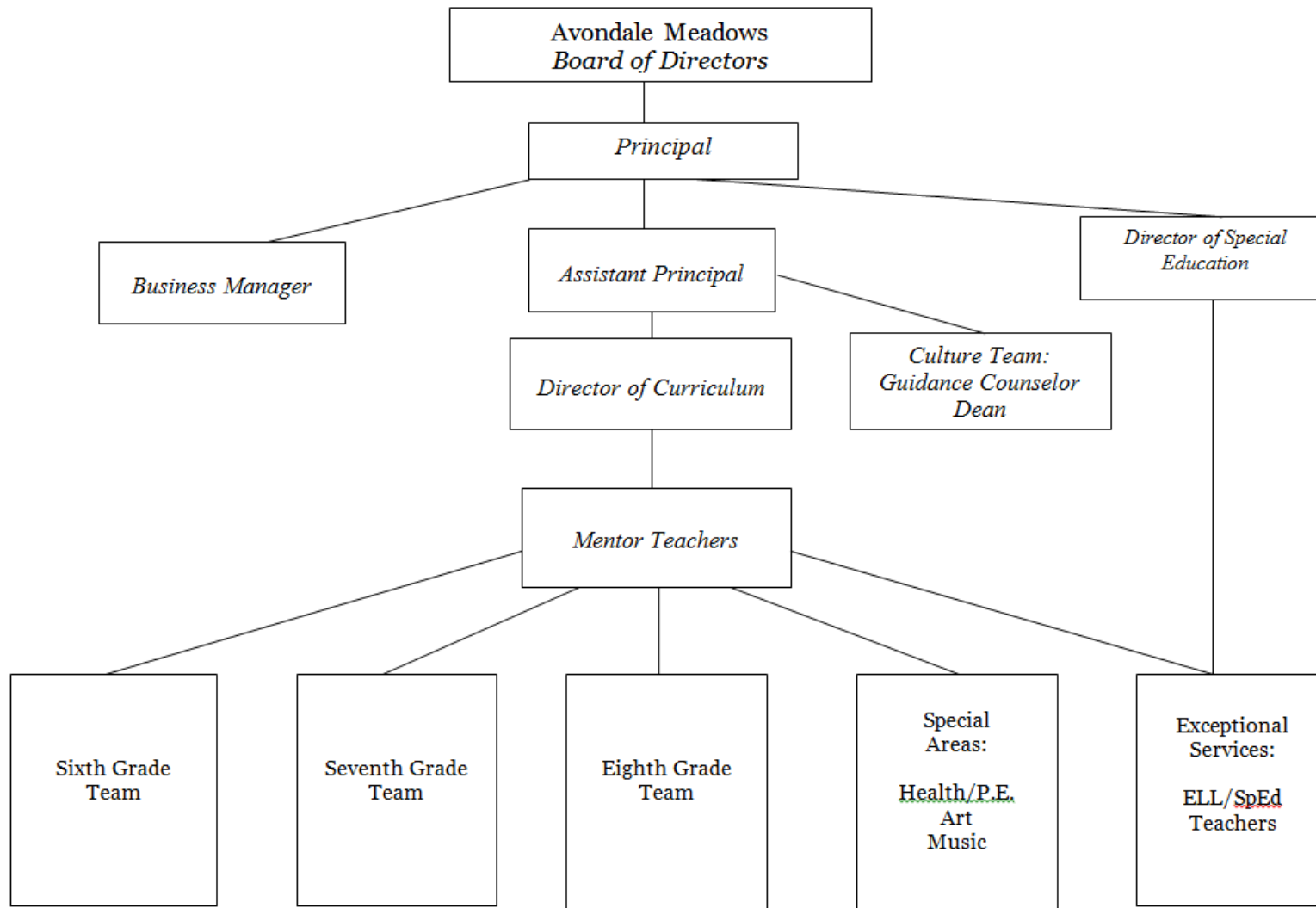
Board Comments:

There were no Board comments.

There being no further business, Judith Hall moved that the meeting be adjourned, Kelly Braverman seconded. The meeting was adjourned at 5:17 P.M.

Attest: _____
L. Lois Johnson, Secretary

Attachment B – AMMS Org Chart



Attachment C – RISE Principal Evaluation Rubric Domains & Competencies

Domain 1: Teacher Effectiveness

Great principals know that teacher quality is the most important in-school factor relating to student achievement. Principals drive effectiveness through (1) their role as a human capital manager and (2) by providing instructional leadership. Ultimately, principals are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

Competency 1.1 – Human Capital Manager

- 1.1.2 Hiring and Retention
- 1.1.3 Evaluation of Teachers
- 1.1.4 Professional Development
- 1.1.5 Leadership and Talent Development
- 1.1.6 Delegation
- 1.1.7 Strategic Assignment
- 1.1.8 Addressing teachers who are in need of improvement or are ineffective

Competency 1.2 – Instructional Leadership

- 1.2.1 Mission and Vision
- 1.2.2 Classroom Observations
- 1.2.3 Teacher Collaboration

Competency 1.3 – Leading Indicators of Student Learning

- 1.3.1 Planning and Developing Student Learning Objectives
- 1.3.2 Rigorous Student Learning Objectives
- 1.3.3 Instructional Time

Domain 2: Leadership Actions

Great principals are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results: (1) modeling the *personal behavior* that sets the tone for all student and adult relationships in the school; (2) *building relationships* to ensure all key stakeholders work effectively with one another; and (3) developing a school wide *culture of achievement* aligned to the school's vision of success for every student.

Competency 2.1 – Personal Behavior

- 2.1.1 Professionalism
- 2.1.2 Time Management
- 2.1.3 Using Feedback to Improve Student Performance
- 2.1.4 Initiative and Persistence

Competency 2.2 – Building Relationships

- 2.2.1 Culture of Urgency
- 2.2.2 Communication
- 2.2.3 Forging Consensus for Change and Improvement

Competency 2.3 – Culture of Achievement

- 2.3.1 High Expectations
- 2.3.2 Academic Rigor
- 2.3.3 Data Usage in Teams



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Proposal

I. Background

The Indiana Network of Independent Schools (“INISchools”) provides high quality administrative services to its schools to allow school leaders to focus on instructional leadership and drive more financial resources into instruction.

INISchools supports school leaders through:

- Performance Management
- State Reporting and Compliance Management
- Financial System Management
- Special Education Management
- Other Customized Service Solutions

INISchools is affiliated with Goodwill Education Initiatives, Inc. and Goodwill Industries of Central Indiana, Inc. and operates under a nonprofit designation. INISchools’ mission is to support schools by providing administrative functions within a cost structure that maximizes the flow of revenue into the classroom.

INISchools has met with representatives of Challenge Foundation Academy, Inc. which operates two charter schools, one named *Avondale Meadows Academy* at 3980 Meadows Drive, Indianapolis, IN and one at 16th Street and Riverside Ave. in Indianapolis named *Vision Academy* (collectively “School”). School is seeking time efficient and cost effective methods of improving its administrative functions without compromising the method by which it provides instruction or interacts with students. To this end, School has asked INISchools to propose the following services:

- Accounting Services
- State Reporting and Compliance Management

INISchools is willing to propose further services at the direction of School.



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II. Scope of Proposed Work

INISchools will provide the following services to School pursuant to the terms outlined below (“Proposal”) and in the corresponding attachment(s).

Accounting Services:

School will be responsible for processing all accounting documents and records management.

INISchools will provide full-service accounting services to include:

- Oversee School staff member responsible for processing accounting documents
- Grant management, including tracking grant expenses, preparation of reimbursement claims, and required reporting to grantor
- Management of payroll data (Payroll to be processed by payroll company)
- Reconciliation of bank accounts
- Preparation of financial reports required by management, Board of Directors, grantors, DOE, SBOA, and Authorizer.
- Attend monthly Board meetings (and present financial reports if desired)
- Attend regularly scheduled meetings with school leaders to discuss current financial status
- Manage annual audit
- Prepare annual budget with input from school leaders
- Provide financial recommendations and guidance as needed

INISchools uses Blackbaud’s The Financial Edge (FE) fund accounting software. This software is cloud-based and will allow appropriate school personnel view-only access to real-time financial reports. INISchools will be responsible for the setup and implementation of the accounting system.

State Reporting and Compliance Management

INISchools will support and manage the School’s reporting and compliance functions. This will include the following services:

- Ensuring that School has set up and is maintaining a calendaring system for state, federal and, if needed, authorizer reports;
- Ensuring that School has set up and is properly entering and maintaining data on the following:
 - ✓ STN App Center;



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- ✓ DOE Online;
- ✓ Testing sites;
- ✓ Learning Connection;
- ✓ Title I reports.
- Verifying the accuracy of reports and working with School staff to approve the release of such reports;
- Following up at regular intervals with School staff and performing ongoing management and troubleshooting services; and
- Supporting the School on an as needed basis for the filing of state reports and reports to the School's charter authorizer.

III. Cost.

- Cost for the accounting software will be charged directly from Blackbaud at approximately \$5,500 per year for a 5-user license. (Unlimited "view-only" licenses are included).
- The charge for setup and implementation of the accounting system will be a one-time fee of \$7,000 to be billed in two equal payments. 50% due at signing of contract and 50% due at completion of implementation.
- Any charge related to importation and reconciliation of prior period financial data from legacy accounting software, systems or records will be billed at \$70 per hour; in the event School seeks such services, INISchools will provide School with an estimated total cost of such work for approval by School prior to the commencement of the work.
- The annual charge for accounting services will be \$65,000 per year to be invoiced in equal payments, beginning in the first month that INISchools is responsible for preparing financial statements.¹
- The annual charge for the State Reporting and Compliance Management services will be \$10,000 per year to be invoiced in equal monthly payments for services provided beginning May 1, 2015.
- Any additional charges will be approved by the School prior to provision of additional services.

¹ In the event School wishes to pursue a full service accounting arrangement in which INISchools staff enters and manages data on a daily basis within the Blackbaud accounting system, the estimated annual charge for such service is \$95,000.



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IV. **Authentic Communication**. INISchools commits to being forthright with School in addressing service issues. INISchools can do this best if kept updated and informed in a timely fashion (via phone, e-mail, etc.) on organizational or systems issues. INISchools commits to be clear and direct when identifying concerns or issues.



PROPOSAL & SERVICES AGREEMENT

Services Agreement

This Agreement consists of the Proposal, this Services Agreement and the Data Sharing Agreement included as Attachment A ("Agreement"). The following terms and conditions shall apply to INISchools and Challenge Foundation Academy, Inc. ("School").

- I. **Services Provided.** The services provided pursuant to this Agreement are those as described in the Proposal.
- II. **Term.** The Term of this Agreement shall commence on May 1, 2015 and continue until June 30, 2017. This Agreement shall renew automatically for additional one year terms unless either party sends written notice of termination which is received by the other party no later than March 1 of the then-current year. In the event of termination of this Agreement, the Data Sharing Agreement (Attachment A) shall also terminate simultaneously.
- III. **Fees.** The fees charged to School shall be those listed in item III of the Proposal. To the extent additional fees are required for work requested by School, INISchools will inform School of such fees and will not perform such work without the express written consent of School.
- IV. **Terms of Payment.** INISchools will invoice School following execution of this Agreement for the 50% of the setup and implementation fee. INISchools will invoice School for the remainder of the setup and implementation fee no earlier than May 1, 2015. For accounting services rendered from May 1, 2015 onward, INISchools will invoice School monthly in an amount equivalent to the annual fee amount divided by twelve. All invoices are due and payable to INISchools thirty (30) days following receipt by the School. Invoices not paid within thirty (30) days may be assessed a late fee of up to 1.5% of the outstanding amount per month at the discretion of INISchools.
- V. **Confidential Information.**
 - a. General.
 - i. *Non-Use and Non-Disclosure; Duty of Care.* The School hereby covenants and agrees that, except as expressly permitted by this Agreement, it will not at any time: (i) use Confidential Information (as defined below) of INISchools except as reasonably required to comply with the terms of this Agreement; or (ii) disclose Confidential Information of INISchools to any third party, without the prior written authorization of INISchools. Furthermore, the School will at all times protect INISchools' Confidential Information with the same degree of care, but no less than a reasonable degree of care, as it treats or protects its own confidential information of a like nature.



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- ii. *Definition of Confidential Information.* The term "Confidential Information" will include all information not generally known to the public, and not readily ascertainable by proper means by outsiders, constituting or comprising private employee information, private student information, or other information generally deemed to be of a private or personal nature in which the general public has no right of access under applicable state law. Confidential Information includes the contents of this document. If the School becomes legally required to disclose Confidential Information, or any part thereof, then the School will give INISchools prompt notice of such requirement, cooperate with INISchools to the extent reasonable in taking legally available steps to narrow such required disclosure and disclose only that portion of the Confidential Information necessary to ensure compliance with such legal requirement. In the event of any breach or threatened breach of this provision, INISchools will be entitled to seek an injunction restraining the School from using or disclosing such Confidential Information in addition to any other remedy, at law or equity, that may be available to the affected party.
- b. Privacy. Both parties will comply with all applicable privacy laws (including, without limit, the Federal Educational Rights and Privacy Act) as to confidential student information School provides to INISchools. Such information shall be subject to, and governed by, the terms and conditions of the Data Sharing Agreement which is incorporated by reference herein as Attachment A.

VI. Trademarks and Intellectual Property.

a. DEFINITIONS.

- i. "Intellectual Property" shall mean the following subsisting throughout the world at any time: (a) Patents; (b) Trademarks and all goodwill in the Trademarks; (c) copyrights, designs, data and database rights and registrations and applications for registration thereof, including moral rights of authors; (d) inventions, invention disclosures, statutory invention registrations, trade secrets and confidential business information, Know-How, product processes, procedures and techniques, specifications, research and development information, formulae, financial, marketing and business data, pricing and cost information, business and marketing plans and strategies and customer and supplier lists and information, whether patentable or nonpatentable, whether copyrightable or noncopyrightable and whether or not reduced to practice; and (e) other proprietary rights relating to any of the foregoing.
- ii. "Know-How" shall mean all proprietary knowledge, information, and expertise, whether or not covered by any patent, patent application or future patent application, copyright, trade secret, other industrial or Intellectual Property rights, or other operation of law, including without limitation ideas, concepts, inventions, discoveries, data, samples, designs, formulas, specifications, procedures, protocols, and testing.
- iii. "Licensed Content" shall mean (i) any and all Intellectual Property or Know How that INISchools makes available to School; and (ii) any associated metadata, Intellectual Property or other information specifically included or incorporated in the foregoing. Licensed Content shall include, without limitation, the "INISCHOOLS" trademark and related Trademarks, as well as dashboards, data tables, and other materials related to the INISchools Performance Management System.
- iv. "Patents" shall mean all patents, all filed or pending patent applications, patent disclosures, utility models, design registrations and certificates of invention and other governmental grants for the protection of inventions or industrial designs, including all related continuations, continuations-in-part, divisionals, reissues and reexaminations and foreign counterparts throughout the world.

- v. “Trademarks” means and includes all trademarks and service marks, trade names, trade dress, logos, symbols, proprietary indicia, Internet domain names, corporate names and doing business designations (and all translations, adaptations, derivations and combinations of the foregoing), whether registered, unregistered and/or under common law, and applications for registration of the foregoing, together with the goodwill associated therewith, throughout the world.
- b. LICENSE GRANT AND RESTRICTIONS. As of the Effective Date, and subject to the terms and conditions of this Agreement, INISchools hereby grants to School a non-transferable, non-sublicenseable and non-exclusive license to use, reproduce and display the Licensed Content solely in connection with its use of the INISchools Performance Management System in the School. INISchools reserves the sole and exclusive right at its discretion to assert claims against third parties for infringement or misuse of its Intellectual Property. INISchools shall fund the costs of prosecuting such claims against third parties for infringement or misuse of its Intellectual Property, and School shall provide reasonable assistance to and cooperate with INISchools in connection therewith as may be necessary. If INISchools elects to initiate any action or proceeding in connection with the Licensed Content, it may do so in its own name alone or may elect to join School as a party. In the event that INISchools joins School as a party, School shall not object to such joinder, provided, however, INISchools shall indemnify and hold School harmless from and against any and all costs, expenses (including reasonable attorneys' fees), and liabilities that School may incur in connection with such action or proceeding. School expressly agrees and acknowledges that INISchools retains any and all right, title and interest in all of INISchools' Intellectual Property and other rights, including but not limited to the Licensed Content and INISchools' Trademarks and all components thereof, and that School shall never directly or indirectly contest this ownership or the validity of INISchools' Intellectual Property. School shall assist and cooperate with INISchools to perfect, enforce or acquire INISchools' rights, titles and interests in INISchools' Intellectual Property, and shall use its best efforts to protect INISchools' Intellectual Property and to report promptly to INISchools any infringement of any of INISchools' Intellectual Property of which it has become aware. The license granted herein is not intended to be (and shall not be construed as) an assignment, and nothing herein confers on School any right, title or interest in the Licensed Content other than the limited rights of usage in accordance with this Agreement.



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- i. School shall at no charge to INISchools provide INISchools with samples, copies or pictures of any and all goods, packaging, documentation, manuals, advertising, marketing or other materials that bear any of the licensed Trademarks or that School intends to use or distribute in connection with the licensed Trademarks. School agrees that the quality of any goods and services with which it uses the licensed Trademarks shall be comparable to the quality of goods and services with which INISchools uses the licensed Trademarks.
- ii. In the event that (a) there is a claim or demand made against INISchools or School with respect to any Licensed Content, or (b) there is a determination in any court of competent jurisdiction or by any other governing authority that INISchools lacks any necessary rights to Intellectual Property included in the Licensed Content, or (c) INISchools reasonably believes that it may be unable to obtain or maintain the right to use Intellectual Property included in the Licensed Content, or (d) INISchools reasonably believes that the use of Intellectual Property included in the Licensed Content could subject INISchools or School to a claim for infringement or any other liability, INISchools may notify School in writing that it is terminating or modifying School's right to use the relevant Intellectual Property. In the event of such a notice of termination or modification, School shall be permitted a reasonable period of time, not to exceed thirty (30) days, to comply with such notice. School shall be solely responsible and liable for any claim, demand, penalty or damages arising from its continued use of any Intellectual Property after this period of time and shall indemnify and hold INISchools harmless from and against any and all costs, expenses (including reasonable attorneys' fees), and liabilities that INISchools might incur as a result of such continued use.



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- c. ASSIGNMENT OF DERIVATIVE WORKS. INISchools' Intellectual Property developed during the course of this Agreement shall become Licensed Content and School shall acquire no rights thereto except for rights which School may enjoy pursuant to this Agreement. To the extent School asserts, or may assert, rights to Intellectual Property developed during this Agreement, School agrees to assign and hereby assigns to INISchools all Intellectual Property or other rights in any derivative works of, improvements in, or developments of the Licensed Content or other materials INISchools provides to School related to the INISchools Performance Management System. School agrees to include work-for-hire and assignment provisions in all employee or independent contractor contracts requiring individuals with access to the Licensed Content or other materials provided by INISchools related to the INISchools Performance Management System to assign all Intellectual Property or other rights in any derivative works of, improvements in, or developments of the Licensed Content or other materials INISchools provides to School related to the INISchools Performance Management System to INISchools. School and INISchools expressly agree that all derivative works, improvements and developments related to the Licensed Content or other materials INISchools provides to School related to the INISchools Performance Management System that are copyrightable subject matter will be "works made for hire" for the benefit of INISchools under applicable law. School waives any moral or attribution rights in any derivative works of, improvements in, or developments of the Licensed Content or other materials INISchools provides to School related to the INISchools Performance Management System. School waives and/or assigns to INISchools all Intellectual Property or other rights to non-student specific data, scores, assessments or other information developed, compiled, collected, transmitted, aggregated or created for the School related to the INISchools Performance Management System or the services described herein.
- d. LIMITATION OF LIABILITY. In no event will INISchools' liability to School arising out of or related to this Agreement or the license or the Services provided hereunder, whether based on an action or claim in contract or tort or otherwise, including negligence, strict liability, or warranty, exceed the compensation INISchools receives for the license or the Services provided under this Agreement during the most-recent 12-month period. In no event will INISchools be liable to School for any indirect, incidental, special or consequential damages (including, without limitation, any damages arising from loss of use or lost business, revenue, profits, data or goodwill) arising out of or related to this Agreement or the license or the Services provided hereunder even if advised of the possibility of such damages.



PROPOSAL & SERVICES AGREEMENT

INISCHOOLS REPRESENTS AND WARRANTS THAT THE SERVICES WILL BE PERFORMED IN A WORKMANLIKE MANNER. EXCEPT AS EXPRESSLY PROVIDED FOR IN THIS SECTION, INISCHOOLS DOES NOT MAKE ANY WARRANTY, EXPRESSED OR IMPLIED, WITH RESPECT TO THE SERVICES OR ANY GOODS PROVIDED UNDER THIS AGREEMENT, INCLUDING, WITHOUT LIMITATION, ANY IMPLIED WARRANTY OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, OR TITLE, ALL OF WHICH ARE EXPRESSLY DISCLAIMED.

THE LICENSED CONTENT IS PROVIDED "AS IS" WITHOUT WARRANTY OF ANY KIND, AND INISCHOOLS DISCLAIMS ANY REPRESENTATIONS OR WARRANTIES, WHETHER EXPRESS, IMPLIED, STATUTORY OR OTHERWISE, WITH RESPECT TO THE LICENSED CONTENT, INCLUDING, WITHOUT LIMITATION, ANY WARRANTY OF MERCHANTABILITY, NON-INFRINGEMENT, OR FITNESS FOR A PARTICULAR PURPOSE.

- VII. Status of INISchools.** INISchools is an independent contractor of School and all employees or staff of INISchools shall be considered INISchools staff or agents. As an independent contractor, INISchools assumes no liability for the functions which are ultimately the responsibility of the School, including but not limited to academic performance, performance relative to a system of accountability between the School and the State of Indiana or the School's authorizer(s), financial performance and diligence, and any other matters related to the duty of care required of a school board.
- VIII. Human Resources.** Neither party may hire an employee of the other party without the prior express written consent of the other until twelve (12) months following the expiration or earlier termination of this Agreement and any renewals thereto.
- IX. Non-waiver and Severability.** The failure of either party to insist in any one or more instances upon performance of any of the provisions of this Agreement or to pursue their rights hereunder shall not be construed as a waiver of any such provisions or the relinquishment of any such rights. The invalidity of any section, subsection, clause or provision of this Agreement shall not affect the validity of the remaining sections, subsections, clauses or provisions of this Agreement.
- X. Governing Law and Choice of Forum.** In the event of any dispute hereunder, the laws of the State of Indiana shall govern the validity, performance, enforcement, interpretation and any other aspect of this Agreement. The parties expressly agree that any and all actions concerning any dispute arising under this Agreement shall be filed and maintained only in a state or federal court of competent jurisdiction sitting in the State of Indiana. The parties consent to the personal jurisdiction of and venue in such courts and waive any right to object to personal jurisdiction or venue in the future.



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XI. Entire Agreement. This Agreement contains the entire agreement of the parties hereto with respect to the subject matter hereof and shall be deemed to supersede all prior agreements, whether written or oral, and the terms and provisions of any such prior agreement shall be deemed to have been merged into this Agreement. The headings of the sections of this Agreement are for convenience of reference only and shall not affect the meaning or interpretation of this Agreement in any way.

XII. Order of Precedence; Incorporation by Reference

Any inconsistency or ambiguity in this Agreement shall be resolved by giving precedence in the following order: (1) this Agreement, (2) the Proposal (3) attachments prepared by INISchools, including Attachment A and (4) attachments prepared by School. All of the foregoing and all attachments, and all documents referred to in this paragraph are hereby incorporated fully by reference.



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IN WITNESS WHEREOF, the parties have caused this Agreement to be executed on the year and date indicated, with the effective date being the date of the most recent signature.

Indiana Network of Independent Schools, LLC

By: *Jeffrey M. Lozer*
Jeffrey M. Lozer, Senior Director

Date: April 15, 2015

**Challenge Foundation Academy,
Inc.**

By: _____

Date: _____

Attachment E – Gregory & Appel Insurance Coverage Estimate



April 20, 2015

Kyle Rouse
Avondale Meadows Academy
3808 Meadows Drive
Indianapolis, IN 46205

Re: Insurance estimate for AMA Expansion to grades 6-8

As the insurance representative working with Avondale Meadows Academy, I am providing the following estimate for insurance costs in support of the application with the Mayor's office. As this would be an expansion of an existing school (and by extension, insurance policy) the following estimates are the additional cost of the exposure and not the full K-8 insurance costs. Where applicable I have outlined estimates for year 1 and year 3.

General Liability (including Corporal Punishment and with Student Medical cost listed separately) /
Educators Legal Liability / Sexual Abuse & Molestation:

- Year 1 - \$750 plus \$2,775 for Student Medical
- Year 3 - \$1,750 plus \$7,400 for Student Medical

Property – A conservative rate would be \$0.20 per \$100 in additional property. This would be for any contents as well as contractual responsibility to insure the space.

Auto – I would not anticipate any additional charge unless you were to acquire a vehicle.

Umbrella – At most I would anticipate a charge of \$1,000.

Workers Compensation:

- Year 1 - \$840
- Year 3 - \$2,500

These are estimates based on current market conditions and policy terms for AMA and could change base on actual underwriting information at the time of submission.

A handwritten signature in black ink, appearing to read 'Andrew Appel', with a stylized flourish at the end.

Andrew Appel

SECURING TOMORROW SINCE 1884

1402 N. Capitol, Suite 400 Indianapolis, IN 46202 317-634-7491 800-968-7491 Fax: 317-634-6629 info@gregoryappel.com www.gregoryappel.com

Attachment F: Avondale Meadows Academy Culture Rubric

School Wide Systems	Exemplary	Proficient	Unsatisfactory
Leader Tone	<ul style="list-style-type: none"> Leaders are always upbeat, motivational, and inspiring Leaders always narrate the positive student behaviors (rather than calling out the negative) and use praise, challenge and aspiration to motivate the students Leaders are attentive to every indicator and address those that are out of place immediately Leaders carry themselves with confidence and authority so that students are keenly aware of their presence 	<ul style="list-style-type: none"> Leaders are most often upbeat, motivational, and inspiring with occasional moments of ineffective tone, language, or delivery Leaders almost always narrate the positive student behaviors (only rarely calling out the negative) and use praise, challenge and aspiration to motivate the students Leaders are attentive to most indicators and address those that are out of place quickly Leaders carry themselves with confidence and authority so that students are aware of their presence 	<ul style="list-style-type: none"> Leaders seem overwhelmed and only make occasional attempts at being motivational and inspiring Leaders rarely narrate the positive student behaviors (usually calling out the negative) and are negative in their interactions with students, teachers, and parents Leaders are inconsistent with recognizing indicators and addressing those that are out of place Acts of student misbehavior occur within the presence of school leaders
Physical Space Of Hallways	<ul style="list-style-type: none"> Bulletin boards are attractive, promote student learning and the school's mission, and are changed monthly Clutter-free: IT work stations are organized and neat; with personal belongings stored out of public view 	<ul style="list-style-type: none"> Bulletin boards are filled, promote student learning and the school's mission, and are changed monthly Mostly clutter –free: IT work stations are organized and neat with personal belongings stored out of public view 	<ul style="list-style-type: none"> Bulletin boards are inconsistently used to promote student learning and the school's mission Cluttered: IT work stations are not organized and neat; bags, coats, and other objects do not have a designated place
Dress Code	<ul style="list-style-type: none"> 100% shirts tucked in 100% of students are in full uniform 100% No extras (coats, non-uniform sweaters, etc.) All uniform discrepancies are identified and acted upon immediately (including spiritwear & college gear) 	<ul style="list-style-type: none"> 95% shirts tucked in 95% of students are in full uniform 95% No extras (coats, non-uniform sweaters, etc.) Most uniform discrepancies are identified and acted upon (Including spiritwear & college gear) 	<ul style="list-style-type: none"> 90% or less shirts tucked in 90% or less of students are in full uniform 90% or less No extras (coats, non-uniform sweaters, etc.) Uniform discrepancies are inconsistently identified and acted upon
Family Meetings	<ul style="list-style-type: none"> Family Meetings are organized such that all students can see and actively participate in activities All family meeting topics address core values, college, or community needs 100% of students are silent and tracking the speaker Students are engaged and participating 	<ul style="list-style-type: none"> Family Meetings are organized such that almost all students can see and actively participate in activities Almost all family meeting topics address core values, college, or community needs 90% of students are silent and tracking the speaker Students are engaged and participating 	<ul style="list-style-type: none"> Family Meetings are poorly organized limiting students' ability to see and actively participate in activities Family meeting topics are not connected to core values, college, or community needs 80% of students are silent and tracking the speaker, side conversations disrupt the meeting

School Wide Systems	Exemplary	Proficient	Unsatisfactory
	<ul style="list-style-type: none"> Leader encourages student participation through relevant questions and/ or student presentation Leader provides opportunity for teachers to present or give input Teachers/Staff are seated with the students Transitions are silent, smooth, and efficient 	<ul style="list-style-type: none"> Leader encourages student participation through relevant questions and/ or student presentation Leader provides opportunity for teachers to present or give input Teachers/Staff are seated with the students Transitions are mostly silent, smooth, and efficient 	<ul style="list-style-type: none"> Students are not engaged and do not participate Leader does not encourage student participation through relevant questions and/ or student presentation Leader infrequently provides opportunity for teachers to present or give input Teachers/Staff are not seated with the students (staff members are not paying attention and modeling expectations for students) Transitions are noisy and take too long
Transitions	<ul style="list-style-type: none"> 100% of the students are silent and in HALLS 100% of students are walking urgently to class or their specific destination 100% of students have a hall pass or are sent back to their classroom to get one Teachers recognize and model positive hallway behavior 	<ul style="list-style-type: none"> 90% of the students are silent and in HALLS 90% of students are walking urgently to class or their specific destination Students usually have a hall pass and are sent back to the classroom to get one when they don't Teachers usually recognize and model positive hallway behavior 	<ul style="list-style-type: none"> 80% of the students are silent and in HALLS 80% of students make transitions to class within a reasonable time frame Students rarely have a hall pass and are not sent back to their classroom to get one Teachers inconsistently recognize and model positive hallway behavior Students are purposely walking slowly and are not re-directed Students are running or roughhousing on the way to class
Breakfast	<ul style="list-style-type: none"> Breakfast tables are ready before 7:30 Teacher monitors are in the cafeteria at 7:35 and are actively monitoring students Cafeteria is silent, or level one, depending on the monitors instructions 100% of students are seated correctly, or moving with permission Transitions to morning lines, or class, are quiet (VL1) and orderly Students leave the eating area clean Students remain in their morning lines until 	<ul style="list-style-type: none"> Breakfast tables are ready at 7:30 Teacher monitors are in the cafeteria at 7:35 and are mostly actively monitoring students Cafeteria is silent, or level one, depending on the monitors instructions with few reminders 90% of students are seated correctly, or moving with permission Transitions to morning lines, or class, are mostly quiet (VL1) and orderly Students leave the eating area clean Students remain in their morning lines until 	<ul style="list-style-type: none"> Breakfast tables are not ready at 7:30 Teacher monitors are late and/or not actively monitoring students Frequent reminders must be made to keep the cafeteria silent, or level one 80%, or less, of students are seated correctly or moving with permission Transitions to morning lines, or class, are noisy(VL2 or louder) and disorderly Students leave the eating area messy (trash/food on floor and tables)

School Wide Systems	Exemplary	Proficient	Unsatisfactory
	they are picked up/released by a staff member	they are picked up/released by a staff member	<ul style="list-style-type: none"> Students get up and leave the gym before being picked up/released by a staff member
Lunch	<ul style="list-style-type: none"> All tables are set up before hand by custodian Students arrive on time for lunch Teacher monitors arrive to their duty on time Teacher monitors observe and use cafeteria procedures Lunch is served to each grade level within 5 min All students are seated at their assigned tables during lunch according to their seating chart All students stay in their seats unless they have permission to get up Teachers are on time for pick up from lunch Transition to clean up and dismissal is silent and occur with little to no teacher intervention Students are engaged in polite conversation at a level 1 while eating Students leave their table and floor area clean 100% of students respond to High 5 signaling the end of lunch Entry and dismissal is silent Dismissal is complete in less than 3 min 	<ul style="list-style-type: none"> All tables are set up on time by custodian Students arrive on time for lunch Most teacher monitors arrive to their duty on time Most teacher monitors observe and use cafeteria procedures, some create their own procedures Lunch is served to each grade level within 10 min Students are seated at their assigned tables during lunch according to their seating chart Most students stay in their seats unless they have permission to get up Teachers are mostly on time for pick up from lunch Transition to clean up and dismissal is mostly silent and occur with little to no teacher intervention Students are engaged in polite conversation at a level 1 while eating Students leave their table and floor area clean 95% of students respond to High 5 signaling the end of lunch Entry and dismissal is silent Dismissal is complete within 3 min 	<ul style="list-style-type: none"> Lunch is not yet set up when students arrive Students arrive late for lunch Teacher monitors arrive late to their duty Teacher monitors do not observe or use cafeteria procedures, each monitor has his/her own way to dismiss, seat, get quite, etc Lunch is not served to each grade level within 10 min Students are not seated at their assigned tables during lunch according to their seating chart There is an excess of student movement without permission Teachers are not on time for pick up from lunch Transition to clean up and dismissal is noisy and requires teacher intervention Students are engaged in inappropriate conversation or are louder than a level 1 while eating Students do not clean up on their own High 5 must be repeated in order for students to respond Entry and dismissal is noisy Dismissal is not complete within 3 min
Beginning of Day Entry	<ul style="list-style-type: none"> All students enter the building quietly (VL1) All students report to the gym and sit in their grade level lines (if they arrive before 7:45) Students are not running or horse playing At 7:45, students report directly to class (no 	<ul style="list-style-type: none"> Most students enter the building quietly (VL1) Most students report to the gym and sit in their grade level lines (if they arrive before 7:45) Students are not running or horse playing At 7:45, most students report directly to class 	<ul style="list-style-type: none"> Students enter the building noisily (VL2 or higher) Students do not report to the gym and sit in their grade level lines (if they arrive before 7:45)

School Wide Systems	Exemplary	Proficient	Unsatisfactory
	<p>wandering around the halls/restrooms)</p> <ul style="list-style-type: none"> All students are greeted by every adult that they pass All students return the greeting in a proper manner All staff members are at their posts at 7:35 At 8:05, classroom doors close. Students not in the classroom are sent to the office for a late pass, parents and guests are sent to the office for a visitors pass 	<p>(little to no wandering around the halls/restrooms)</p> <ul style="list-style-type: none"> Most students are greeted by every adult that they pass Most students return the greeting in a proper manner Most staff members are at their posts at 7:35 At 8:05, most doors close. Most students not in the classroom are sent the office for a late pass, most parents and guests are sent to the office for a visitors pass 	<ul style="list-style-type: none"> Students are running or horse playing At 7:45, students leave the gym, but do not report to class Students are not greeted by every adult that they pass Students do not return greetings or do so in an inappropriate way Staff members are not at their posts at 7:35 At 8:05, doors are still open, students are allowed to enter the classroom without a late pass, parents and guests are in the building after 8:05 without a visitors pass
End of Day Dismissal	<ul style="list-style-type: none"> All students/families are quiet (VL1) in the hallway and during the checkout process All students are with a guardian or staff member and not wandering the hallways All teachers walk their YMCA/ enrichment students, in HALLS, to the gym and then walk the remaining students to the late pick up room at 3:45 Students are not running or horse playing All students respond immediately to adult instructions Atmosphere is quiet and businesslike All staff members are at their posts at 3:25 	<ul style="list-style-type: none"> Most students/families are quiet (VL1) in the hallway and during the checkout process Most students are with a guardian or staff member and not wandering the hallways Most teachers walk their YMCA/ enrichment students, in HALLS to the gym and then walk the remaining students to the late pick up room at 3:45 Students are not running or horse playing Most students respond immediately to adult instructions Atmosphere is quiet and businesslike Most staff members are at their posts at 3:25 	<ul style="list-style-type: none"> Students/families are noisy (VL2 or higher) in the hallway and during the checkout process Students are not with a guardian or staff member and are wandering the hallways Few teachers walk their YMCA/ enrichment students to the gym and then walk the remaining students silently to the late pick up room at 3:45, the students are not in a line Students are running or horse playing Students do not respond immediately to adult instructions Atmosphere is noisy and chaotic Staff members are not at their posts at 3:25

Volunteer Opportunities

At Avondale Meadows Academy

ReadUP:

Be a ReadUP Tutor and work one on one with one of our third or fourth graders. You'll help students improve not only their reading skills but also self esteem. Tutors/volunteers work with two students for a little over one hour per week in one of the following time slots: Tuesdays 2:15pm-3:30pm, Wednesdays 3:40pm-4:45pm or Thursdays 3:40pm-4:45pm. For more information, contact Michael Drane for details on registration.

Classroom Assistants

Students in every classroom in our building can benefit from some assistance and a little extra attention from someone interested in their progress. Help could include grading papers, assisting with classroom events or lessons, making copies or simply helping with a reading group.

Hallway Dads!

CALLING ALL MEN!! We are asking for male volunteers any day of the week (for at least one hour), to be a role model and help us build a culture of discipline and respect for all students. Teachers may rely on you for support in classrooms, on the playground, cafeteria or in the hallways. Please check below if you are interested in being a part of a dynamic team of male mentors lending a patient ear and calm support to help the AMA family.

The Pencil Crew:

In order to save valuable time, we want to equip each classroom with a continuous supply of sharpened pencils. We'll supply the pencils, the sharpener and even coffee. All we need is a devoted crew of parents or volunteers to come in whenever they wish to assist us. Please check below if you are interested in keeping our classrooms stocked and supplied with sharp pencils!!

AND MANY OTHER OPPORTUNITIES!!!

Please contact Michael Drane, Director of Community/School Partnerships, with questions and/or concerns at (317)803-3182 ext. 513 or mdrane@teamcfaindy.org.

Avondale Meadows Academy Parent/Volunteer Contract

As a parent and/or volunteer at the Avondale Meadows Academy, I agree to adhere to this agreement at all times.

I agree to:

- To model, support and affirm the principles that AMA instills. Principles such as,
 - Be Respectful
 - Be Responsible
 - Be Kind
 - Be Engaged
 - Be Prepared
 - Walk in HALLS in the hallway
- To maintain strict confidentiality when necessary
- To maintain a professional appearance both in my attire and my interactions
- To fulfill the volunteer hours agreed upon
- To make clearly visible my volunteer nametag/badge
- To sign in and out in the main office
- To adhere to the smoke/drug free environment
- Cell phones will be turned off or muted
- **Communication with all children is entirely positive and encouraging.**

Volunteer Name: _____

Volunteer Signature: _____ **Date:** _____

Emergency Contact: _____

Emergency Contact Number: _____

Attachment H: Response to Instruction Framework

Tier One	
<i>Tier one includes classroom supports that benefit the growth and development of all students. Teachers may adjust or tweak these supports to address the academic and behavioral needs of specific students or groups of students; yet, they occur within regular classroom level systems and supports for young learners.</i>	
Academic:	Conduct/Behavior:
Regular Classroom Systems and Practices Skills Grouping (Reading Grps., Differentiated Math Activities, etc.) Partner Reading	General Classroom Rules and Management Teacher-Initiated Conduct Contracts and Incentives Spec. Programs Addressing Classroom and School-wide Concerns

Universal Screener:

NWEA Results
Acuity Tests
Benchmark Assessment Results
Behavior and Counseling Referrals
Teacher Referrals (proposed during RTI Mtgs)

30 minutes per day in addition to Core

Tier Two	
<i>Tier two includes special supports and interventions designed to address the specific needs a subset of students within a small group setting. These students are generally below or significantly above grade level, or they have distinct behavior needs. They receive special support through small group interventions outside of core academic time.</i>	
Academic:	Conduct/Behavior:
Parent Involvement/ Home Support Plans Small Group Intervention After-school Academic Boost Programs Monday Club Enrichment Opportunities	Parent Involvement/ Home Support Plans Small Group Counseling Behavior Contracts and Special Incentives (Managed through Counselor)

Monitoring and Assessment Data:

Progress in T2 Interventions
Accelerated Reader & Math
Response to Counseling, Behavioral Contracts,
Student-Support Team Assessments

Two 30 min. instruct. blocks per day in addition to Core

Tier Three	
<i>Tier three includes individualized supports and interventions designed to address the specific needs of students in a special setting. T3 students are significantly behind, or they have distinct behavior needs that require significant individualized attention. Along with tailored T2 supports, T3 students received individualized assistance in class as well as outside core academic time with our Literacy/Math Specialists. T3 students may or may not have a diagnosed learning disability.</i>	
Academic:	Conduct/Behavior:
Specialized Daily Interventions Targeted Skills Grade Retention Special Classroom Accommodations Modified Curriculum (Based on IEP Goals)	Individual Daily Counseling Check-ins Special Contracts, Incentives etc. Behavioral Adjustment Plan Therapeutic Family Counseling

Monitoring and Assessment Data:

Progress in T3 Interventions,
GEI's and Student Study Team
SPED Assessment

Attachment I: Best Practices in ELL

TECHNIQUE*	DESCRIPTION
Activating Prior Knowledge And Building Background Knowledge	When hearing or reading information in a second language, it is easy to stumble on an unfamiliar word or phrase, which usually causes a complete breakdown in understanding. This can be avoided if the learner is somewhat familiar with the intended message. It is, therefore, important to explicitly link what the student already knows to what is to be taught next. If it is important to link existing knowledge to new material to be learned, how much more important it becomes to fill gaps that students have as a result of interrupted or no prior education. For myriad reasons, this is frequently the case with families of English learners.
Cooperative Learning	An umbrella term for classroom grouping strategies and learning activities which maximize student interaction to enhance learning. Heterogeneous grouping allows students to support one another in mutual accountability for individual learning. Students are assigned specific group roles (director, checker, timer, materials, etc...) and are encouraged to use social skills to foster positive interdependence within the group.
Cues, Questions, and Advanced Organizers	Cues (hints), questions, and advance organizers (statement of those elements that the learner will be required to master in the lesson) are used at the beginning of a lesson to connect to students' prior knowledge and to make connections to new learning. This also reveals to teachers what students already know and what they need to know (Hill and Flynn, 2006; Orlich, et al, 2001).
Identifying Differences and Similarities	Students build understanding of complex concepts by focusing on their similarities and differences and classifying them using key attributes. Language tasks associated with these processes include describing, classifying, comparing, and contrasting.
Nonlinguistic Representation	Knowledge is stored in two forms - a linguistic form and an imagery form. The more we use both forms, the better we are able to think about and recall knowledge. Studies show that teachers rely primarily on linguistic representations to present new information. The non-linguistic form is the imagery mode of representation; primarily mental pictures and physical sensations.
Reinforce and Recognize Effort	These strategies address students' attitudes and beliefs. Most students are not aware of the importance of believing that their level of effort is related to their achievement. When students are rewarded or praised for achieving specific goals, their level of achievement is higher.

* Northwest Regional ESD. (2012). Best Practices for ELLs . Available from <http://ell.nwresd.org>

Attachment J: College Habits & Mindsets Framework

College-Going Habits and Mindsets:

Our college-going curriculum and mindsets enable students and families to find success in post-secondary pursuits. The following are our guiding principles:

- College-going curriculum and mindsets address the whole student, using a holistic approach.
- College-going curriculum and mindsets allow for flexibility and adaptability and enable students to develop similar adaptability character traits.
- College-going curriculum and mindsets address students' life management skills to include self-advocacy, system navigation, persistence and goal-setting.
- College-going curriculum and mindsets lead students toward contributing citizenship with global and social sensitivity.
- College-going curriculum and mindsets guide our students and families in comprehensive planning so that post-secondary pursuits are financially and emotionally possible.

Eighth Grade

Academic Development

Students will understand the purpose and importance of school / learning.

- Independently develop a weekly plan. Include time to study, time for sports/activities. Hour by hour planning.
- Master prioritizing tasks on the weekly plan based on goals for the week.
- Know the admission requirements and course requirements for IN public colleges and universities.
- Collaborative problem solving: long term group projects.

Students will understand the importance and urgency of excelling academically

- Discuss grades and assignments openly with teachers.
- Understand and implement organizational strategies.
- Understand how academic success now will lead to further success (such as being accepted to college and excelling in college).

Students will participate in rigorous curriculum designed to emulate the college experience

- Focus on project and group-based work.
- Students will engage in collaborative problem solving vs. individualized problem solving.
- Students will read a canonical novel and then write a literary response. Examples of novels are: Jane Eyre, To Kill A Mockingbird, The Great Gatsby, The Crucible, The Lord of the Flies, Animal Farm.

Citizenship Development

Students will understand that they are members of a global community.

- Understand that they belong to a community beyond their city.
- Develop an awareness of both issues in their community and national issues through class work and experiential learning.

Career Development

Students will understand what a job / career is and how it adds value

- All students complete Drive of Your Life (www.driveofyourlife.org).

- Students should shadow (2-3 hours) someone in the career of their choice. The shadowing experience should include an interview component where the student prepares questions ahead of time to ask the person he or she is shadowing. These questions should help the student understand the job/career on a deeper level. Understand how their success now leads to a greater likelihood of obtaining that career.

Families will understand how college habits and mindsets prepare their child for college success

- Parent Night – share Drive of Your Life program and progress.
- Parent Night- High School Transition, how will high school support your student in achieving college success?
- Enroll in 21st Century Scholar program, if student has not already.

Supporting Activities and Measurement of Learning

- Administer Algebra ECA, if appropriate.
- Conduct a college search on www.bigfuture.collegeboard.org and www.triptocollege.org.
- Update graduation plan.
- Students visit high school classes, shadowing a high-school student for 1-3 periods.
 - Discuss the HS expectations, setting goals around how to obtain success
 - Students should hear from excellent high school students on how to be successful in high school. This can be done via panel, whole-group presentation or small group discussion.

Critical Vocabulary: ACT, SAT, admission requirements, certificate, minor, major, portfolio, prerequisite, university vs. college vs. technical college vs. proprietary college vs. community college, public vs. private institutions

Attachment K – AMMS Daily Schedule

Time	A Days	B Days	C Days	D Day
7:00				
7:30	Breakfast	Breakfast	Breakfast	Breakfast
8:00	Violet Block	Red Block	Violet Block	Blue Block
8:30	Green Block	Red Block	Yellow Block	Blue Block
9:00	Green Block	Red Block	Yellow Block	Blue Block
9:30	Green Block	Green Block	Yellow Block	Yellow Block
10:00	Blue Block	Green Block	Red block	Yellow Block
10:30	Blue Block	Green Block	Red block	Yellow Block
11:00	Blue Block	Violet Block	Red block	Violet Block
11:30	Lunch	Lunch	Lunch	<i>Lunch</i>
12:00	Orange Block	Orange Block	Orange Block	Orange Block
12:30	Orange Block	Orange Block	Orange Block	Orange Block
1:00	Yellow Block	Blue Block	Green Block	Red Block
1:30	Yellow Block	Blue Block	Green Block	Red Block
2:00	Yellow Block	Blue Block	Green Block	Red Block
2:15	Yellow Block	Blue Block	Green Block	Red Block
2:30	Red Block	Yellow Block	Blue	Green Block
3:00	Red Block	Yellow Block	Blue	Green Block
3:30	Dismissal	Dismissal	Dismissal	Dismissal
4:00				
4:30				
5:00				
Evening				

Attachment L – Sample Lesson Plans

Eighth Grade Algebra I

- A. *Lesson Purpose/Big Idea*
 - a. Simplify expressions containing rational exponents.
 - b. College Connection: Studying mathematics helps develop critical thinking, inductive reasoning, and deductive reasoning skills.
- B. *Objectives*
 - 1. Indiana State College and Career Ready Standards (2014)
 - a. AI.RNE.5: Simplify algebraic rational expressions, with numerators and denominators containing monomial bases with integer exponents, to equivalent forms.
 - 2. Skill Objective(s)
 - a. The student will use prior knowledge in order to learn a new step in solving equations.
 - b. The student will use computation, order of operations and “check your work”.
 - 3. Core Knowledge Content
 - a. Add, subtract, multiply, and divide rational expressions and express in simplest form.
- C. *Materials*
 - a. Agenda
 - b. Pencils
 - c. Copies of homework worksheet
- D. *Key Vocabulary*
 - a. Rational number
 - b. Exponent
 - c. Simplify
- E. *Procedures/Activities*
 - a. I Do: Model using the MTV strategy (making thinking visible) how to solve example problems on board. Students are watching and taking notes in their math notebooks.
 - b. We Do: Students fill in guided notes and participate in rapid fire questioning assessing gateway skills. Re-teach as needed.
 - c. You Do: Students are reminded of their group roles. Then students are broken into small groups to work on classwork. Classwork is due at the end of class and must be turned in before the exit ticket is started.
 - d. Redirect and reteach within small groups as needed. Intervention teacher should work with the group(s) that needs the most extra support.
 - e. Gauges how students are progressing on classwork. Identify which problem each group will present to the class. Look for unique ways of solving the problem, excellent examples of process of solving and/or common errors that are made.
 - f. The speaker for each group presents their problem and solution to the class. Clarifying and justifying their answer. The class has an opportunity to agree or disagree with the presenting group. Talk through challenges or confusions. Leave students with the correct answer.
- F. *Assessment/Evaluation*
 - a. Exit Ticket: Write the square root of $(3x)^4$ using a fraction as an exponent.
 - b. Homework
- G. *Modifications*
 - a. Groups are pre-selected based on students’ proficiency level and/or ILP/IEP accommodations.
 - b. The math interventionist is present this class to help the teacher support groups and students that need extra assistance.

- c. Students' group roles are assigned strategically so that they have a responsibility in the group, but this responsibility does not detract from their ability/capacity to complete the classwork.

Seventh Grade Humanities

A. Lesson Purpose/Big Idea

- c. One of the darkest times in world history (the radical doctrines of the Nazi party and resultant devastation of World War II) was revealed through the honest, courageous writings of Anne Frank.

B. Objectives

- 4. Indiana State College and Career Ready Standards (2014)
 - a. 7.RN.2.3: Analyze the interactions between individuals, events, and ideas in a text (e.g. how ideas influence individuals or events, or how individuals influence ideas or events).
- 5. Skill Objective(s)
 - a. The students will explain Adolf Hitler's role in the rise of Nazi totalitarianism.
- 6. Core Knowledge Content
 - a. Rise of Totalitarianism

C. Materials

- a. *The Diary of a Young Girl* by Anne Frank
- b. *The Good Fight: How World War II was Won – War Origins: Europe* by Stephen Ambrose
- c. writing utensils
- d. timeline
- e. index cards

D. Key Vocabulary

- a. Alliance
- b. Totalitarian

E. Procedures/Activities

- a. Building Background Knowledge: Introduce Anne Frank: *The Diary of a Young Girl* and read the following quote from the Afterword of the diary: "It [the diary] is a work utterly complete in itself, and its eloquence requires no further comment. But the experience Anne described become perhaps even more meaningful when seen in their immediate historical context" (p. 268). Explain to students that in order for them to appreciate and thoroughly understand Anne's diary, they are also going to look at and listen to accounts and depictions of the historical events of that time period (WWII and the Holocaust).
- b. I Do: Introduce the Read-Aloud, *The Good Fight: How World War II was Won- War Origins: Europe*, and ask students what they remember happening at the end of the WWI, especially the consequences imposed on Germany as well as Europe's rationale for doing so. Explain that you are now going to read aloud a short segment that summarizes how the repercussions of WWI made it possible for Hitler to gain control of Germany. Emphasize that students should listen in order to build/activate background knowledge and create a visual of this time. Pass out a note taking guide for students. Explain that they can use this to record important details that they hear during the read aloud or what they learn during their independent reading. For students who need additional support, you may also want to pass out the Reader's Response Activity to provide them with areas to focus on while taking notes or write focus questions directly on the note taking guide. Read the first two paragraphs. As you read, use the pictures from the text to build background knowledge, explain key concepts, and reinforce core vocabulary as you read. For example, "What does the picture of the Nazi Rally Party tell you about Hitler's popularity in Germany at that time?" In addition, occasionally pause to comment or ask questions to promote critical thinking about the terminology and text content. For example, "How does Hitler hope to make Germany the most powerful country in the

world? What does that tell you about his future plans?"

- c. We Do: After reading, discuss the read-aloud through a series of direct and open-ended questions that use rich, complex vocabulary from the text (see comprehension questions listed below). Be sure to ask literal questions to ensure students understood the read-aloud as well as inferential questions to promote critical thinking. Encourage students to use the vocabulary in their responses.
- d. You Do: Explain that the students will now be reading about the rise of the Nazi party in the Afterword of Anne's Diary. Remind students to think about what they just listened to in the read-aloud as they read on their own. At the completion of their independent reading, students will complete a Reader's Response. They can look back in the text and use their note taking guide to support them as they write.

F. Assessment/Evaluation

- a. Comprehension Questions:
 - 1) Hitler's plan to increase Germany's power as a nation was known as lebensraum (living space). What details from the text demonstrate this plan coming to fruition?
 - 2) What did Hitler enforce once in power?
 - 3) Nazi rule was considered totalitarianism. What does that mean and what examples can you provide to support your thinking.
 - 4) Based upon what you heard about the Nazi party in the read-aloud and what you already know about democratic governments (like our own) how would you contrast the two?
- b. Students' Response to Reading will be assessed to determine mastery of the lesson's objectives.

Attachment M – Assessment Calendar

Month	NWEA	Quarterly Benchmarks	ISTEP +	Grades Go Home
Aug.				1st Qtr Progress Reports
Sept.				
Oct.				1st Qtr Report Cards
Nov.				2nd Qtr Progress Reports
Dec.				
Jan.				2nd Qtr Report Cards
Feb.				3rd Qtr Progress Reports
Mar.			ISTEP Applied Skills	3rd Qtr Report Cards
Apr.			ISTEP Multiple Choice	4th Qtr Progress Reports
May				
June				4th Qtr Report Cards

Attachment N – Salary Schedule

Experience Levels	Basic	Proficient	Advanced	Distinguished
0	\$ 36,000			
1	\$37,000	\$ 38,000		
2	\$38,250	\$ 39,250	\$40,500	
3	\$39,500	\$ 40,500	\$41,750	\$43,750
4	\$40,750	\$ 41,750	\$43,000	\$ 45,500
5	\$41,750	\$42,750	\$ 44,000	\$ 46,750
6	\$ 42,750	\$43,750	\$45,000	\$ 47,750
7	\$ 43,500	\$44,750	\$46,250	\$ 49,000
8	\$ 44,400	\$45,750	\$47,500	\$ 50,500
9	\$45,300	\$46,750	\$48,750	\$ 52,000
10	\$ 46,200	\$47,700	\$50,000	\$ 53,500
11	\$47,100	\$48,400	\$51,500	\$ 55,000
12+	\$48,000	\$49,000	\$53,000	\$ 56,750

The figures above reflect the upper limit for salaries at each step and lane. Budget restrictions may require AMA administrators to set annual salaries at rates lower than the upper limit but above the salary of the previous step.

In addition to the salary figures listed above, teachers are eligible after their first year on staff for a performance bonus based on the parameters outlined in the bonus rubric and the funding set aside in the bonus pool.

Avondale Meadows Academy contributes to the Teacher Retirement Fund

Avondale Meadows Academy teachers are eligible for employee medical, dental, and basic life benefits.

Attachment O – Assessment Tool

NWEA GOALS SHEET

WINTER READING					SPRING READING				
206	6	5	0.8		214	14	6.6	2.8	
Mid-Year RIT Score	Overall Fall to Winter RIT Growth	Mid-Year Grade Level Equivalent	Mid-Year Growth Achieved (yrs)	Progress to Date	Ending RIT Score	Overall Fall to Spring RIT Growth	End of Year Grade Level Equivalent	End of Year Growth Achieved (yrs)	Overall Gain (yrs)
198	-4	3.8	-0.5	Below Target	215	13	6.9	2.6	
194	-1	3.3	-0.1	Below Target	209	14	5.5	2.1	
182	-19	2.2	-1.9	Below Target	200	-1	4.0	-0.1	
193	6	3.2	0.6	Below Target	203	16	4.4	1.8	
206	-1	4.9	-0.2	Below Target	216	9	7.2	2.1	
209	5	5.5	0.9	On Target	210	6	5.7	1.1	

Attachment P – TAP Rubric

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Instruction			
	Exemplary (5)*	Proficient (3)*	Unsatisfactory (1)*
Standards and Objectives	<ul style="list-style-type: none"> All learning objectives and state content standards are explicitly communicated. Sub-objectives are aligned and logically sequenced to the lesson's major objective. Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines. Expectations for student performance are clear, demanding, and high. State standards are displayed and referenced throughout the lesson. There is evidence that most students demonstrate mastery of the objective. 	<ul style="list-style-type: none"> Most learning objectives and state content standards are communicated. Sub-objectives are mostly aligned to the lesson's major objective. Learning objectives are connected to what students have previously learned. Expectations for student performance are clear. State standards are displayed. There is evidence that most students demonstrate mastery of the objective. 	<ul style="list-style-type: none"> Few learning objectives and state content standards are communicated. Sub-objectives are inconsistently aligned to the lesson's major objective. Learning objectives are rarely connected to what students have previously learned. Expectations for student performance are vague. State standards are displayed. There is evidence that few students demonstrate mastery of the objective.
Motivating Students	<ul style="list-style-type: none"> The teacher consistently organizes the content so that it is personally meaningful and relevant to students. The teacher consistently develops learning experiences where inquiry, curiosity, and exploration are valued. The teacher regularly reinforces and rewards effort. 	<ul style="list-style-type: none"> The teacher sometimes organizes the content so that it is personally meaningful and relevant to students. The teacher sometimes develops learning experiences where inquiry, curiosity, and exploration are valued. The teacher sometimes reinforces and rewards effort. 	<ul style="list-style-type: none"> The teacher rarely organizes the content so that it is personally meaningful and relevant to students. The teacher rarely develops learning experiences where inquiry, curiosity, and exploration are valued. The teacher rarely reinforces and rewards effort.
Presenting Instructional Content	<p>Presentation of content always includes:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; examples, illustrations, analogies, and labels for new concepts and ideas; modeling by the teacher to demonstrate his or her performance expectations; concise communication; logical sequencing and segmenting; all essential information and; no irrelevant, confusing, or nonessential information. 	<p>Presentation of content most of the time includes:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; examples, illustrations, analogies, and labels for new concepts and ideas; modeling by the teacher to demonstrate his or her performance expectations; concise communication; logical sequencing and segmenting; all essential information and; no irrelevant, confusing, or nonessential information. 	<p>Presentation of content rarely includes:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; examples, illustrations, analogies, and labels for new concepts and ideas; modeling by the teacher to demonstrate his or her performance expectations; concise communication; logical sequencing and segmenting; all essential information and; no irrelevant, confusing, or nonessential information.
Lesson Structure and Pacing	<ul style="list-style-type: none"> All lessons start promptly. The lesson's structure is coherent, with a beginning, middle, end, and time for reflection. Pacing is brisk and provides many opportunities for individual students who progress at different learning rates. Routines for distributing materials are seamless. No instructional time is lost during transitions. 	<ul style="list-style-type: none"> Most lessons start promptly. The lesson's structure is coherent, with a beginning, middle, and end. Pacing is appropriate and sometimes provides opportunities for students who progress at different learning rates. Routines for distributing materials are efficient. Little instructional time is lost during transitions. 	<ul style="list-style-type: none"> Lessons are not started promptly. The lesson has a structure, but may be missing closure or introductory elements. Pacing is appropriate for less than half of the students and rarely provides opportunities for students who progress at different learning rates. Routines for distributing materials are inefficient. Considerable time is lost during transitions.

Instruction Continued

	Exemplary (5)	Proficient (3)	Unsatisfactory (1)
Activities and Materials	<p>Activities and materials include all of the following:</p> <ul style="list-style-type: none"> • support the lesson objectives; • are challenging; • sustain students' attention; • elicit a variety of thinking; • provide time for reflection; • are relevant to students' lives; • provide opportunities for student-to-student interaction; • induce student curiosity and suspense; • provide students with choices; • incorporate multimedia and technology and; • incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.). <p>• In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring.</p>	<p>Activities and materials include most of the following:</p> <ul style="list-style-type: none"> • support the lesson objectives; • are challenging; • sustain students' attention; • elicit a variety of thinking; • provide time for reflection; • are relevant to students' lives; • provide opportunities for student-to-student interaction; • induce student curiosity and suspense; • provide students with choices; • incorporate multimedia and technology and; • incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.). 	<p>Activities and materials include few of the following:</p> <ul style="list-style-type: none"> • support the lesson objectives; • are challenging; • sustain students' attention; • elicit a variety of thinking; • provide time for reflection; • are relevant to students' lives; • provide opportunities for student-to-student interaction; • induce student curiosity and suspense; • provide students with choices; • incorporate multimedia and technology and; • incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, etc.).
Questioning	<p>Teacher questions are varied and high quality, providing a balanced mix of question types:</p> <ul style="list-style-type: none"> ◦ knowledge and comprehension; ◦ application and analysis; and ◦ creation and evaluation. <ul style="list-style-type: none"> • Questions are consistently purposeful and coherent. • A high frequency of questions is asked. • Questions are consistently sequenced with attention to the instructional goals. • Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers). • Wait time (3-5 seconds) is consistently provided. • The teacher calls on volunteers and nonvolunteers, and a balance of students based on ability and sex. • Students generate questions that lead to further inquiry and self-directed learning. 	<p>Teacher questions are varied and high quality, providing for some, but not all, question types:</p> <ul style="list-style-type: none"> ◦ knowledge and comprehension; ◦ application and analysis; and ◦ creation and evaluation. <ul style="list-style-type: none"> • Questions are usually purposeful and coherent. • A moderate frequency of questions asked. • Questions are sometimes sequenced with attention to the instructional goals. • Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers). • Wait time is sometimes provided. • The teacher calls on volunteers and nonvolunteers, and a balance of students based on ability and sex. 	<p>Teacher questions are inconsistent in quality and include few question types:</p> <ul style="list-style-type: none"> ◦ knowledge and comprehension; ◦ application and analysis; and ◦ creation and evaluation. <ul style="list-style-type: none"> • Questions are random and lack coherence. • A low frequency of questions is asked. • Questions are rarely sequenced with attention to the instructional goals. • Questions rarely require active responses (e.g., whole class signaling, choral responses, or group and individual answers). • Wait time is inconsistently provided. • The teacher mostly calls on volunteers and high ability students.

Instruction Continued

	Exemplary (5)	Proficient (3)	Unsatisfactory (1)
Academic Feedback	<ul style="list-style-type: none"> Oral and written feedback is consistently academically focused, frequent, and high quality. Feedback is frequently given during guided practice and homework review. The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback. Feedback from students is regularly used to monitor and adjust instruction. Teacher engages students in giving specific and high-quality feedback to one another. 	<ul style="list-style-type: none"> Oral and written feedback is mostly academically focused, frequent, and mostly high quality. Feedback is sometimes given during guided practice and homework review. The teacher circulates during instructional activities to support engagement and monitor student work. Feedback from students is sometimes used to monitor and adjust instruction. 	<ul style="list-style-type: none"> The quality and timeliness of feedback is inconsistent. Feedback is rarely given during guided practice and homework review. The teacher circulates during instructional activities, but monitors mostly behavior. Feedback from students is rarely used to monitor or adjust instruction.
Grouping Students	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) consistently maximize student understanding and learning efficiency. All students in groups know their roles, responsibilities, and group work expectations. All students participating in groups are held accountable for group work and individual work. Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson. Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning. 	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) adequately enhance student understanding and learning efficiency. Most students in groups know their roles, responsibilities, and group work expectations. Most students participating in groups are held accountable for group work and individual work. Instructional group composition is varied (e.g., race, gender, ability, and age) to, most of the time, accomplish the goals of the lesson. 	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) inhibit student understanding and learning efficiency. Few students in groups know their roles, responsibilities, and group work expectations. Few students participating in groups are held accountable for group work and individual work. Instructional group composition remains unchanged, irrespective of the learning and instructional goals of a lesson.
Teacher Content Knowledge	<ul style="list-style-type: none"> Teacher displays extensive content knowledge of all the subjects she or he teaches. Teacher regularly implements a variety of subject-specific instructional strategies to enhance student content knowledge. The teacher regularly highlights key concepts and ideas and uses them as bases to connect other powerful ideas. Limited content is taught in sufficient depth to allow for the development of understanding. 	<ul style="list-style-type: none"> Teacher displays accurate content knowledge of all the subjects he or she teaches. Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge. The teacher sometimes highlights key concepts and ideas and uses them as bases to connect other powerful ideas. 	<ul style="list-style-type: none"> Teacher displays under-developed content knowledge in several subject areas. Teacher rarely implements subject-specific instructional strategies to enhance student content knowledge. Teacher does not understand key concepts and ideas in the discipline and therefore presents content in an unconnected way.
Teacher Knowledge of Students	<ul style="list-style-type: none"> Teacher practices display understanding of each student's anticipated learning difficulties. Teacher practices regularly incorporate student interests and cultural heritage. Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. 	<ul style="list-style-type: none"> Teacher practices display understanding of some students' anticipated learning difficulties. Teacher practices sometimes incorporate student interests and cultural heritage. Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. 	<ul style="list-style-type: none"> Teacher practices demonstrate minimal knowledge of students' anticipated learning difficulties. Teacher practices rarely incorporate student interests or cultural heritage. Teacher practices demonstrate little differentiation of instructional methods or content.

Instruction Continued

	Exemplary (5)	Proficient (3)	Unsatisfactory (1)
Thinking	<p>Over the course of multiple observations, the teacher consistently and thoroughly teaches all four types of thinking:</p> <ul style="list-style-type: none"> • analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; • practical thinking, where students use, apply, and implement what they learn in real-life scenarios; • creative thinking, where students create, design, imagine, and suppose and; • research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. <p>The teacher regularly provides opportunities where students:</p> <ul style="list-style-type: none"> • generate a variety of ideas and alternatives; • analyze problems from multiple perspectives and viewpoints and; • monitor their thinking to ensure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why. 	<p>Over the course of multiple observations, the teacher consistently and thoroughly teaches two types of thinking:</p> <ul style="list-style-type: none"> • analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; • practical thinking, where students use, apply, and implement what they learn in real-life scenarios; • creative thinking, where students create, design, imagine, and suppose and; • research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. <p>The teacher sometimes provides opportunities where students:</p> <ul style="list-style-type: none"> • generate a variety of ideas and alternatives and; • analyze problems from multiple perspectives and viewpoints. 	<p>The teacher implements few learning experiences that thoroughly teach any type of thinking.</p> <p>The teacher provides few opportunities where students:</p> <ul style="list-style-type: none"> • generate a variety of ideas and alternatives and; • analyze problems from multiple perspectives and viewpoints. <p>NOTE: If the teacher regularly and thoroughly teaches one type of thinking, he or she shall receive a score of 2.</p>
Problem Solving	<p>Over the course of multiple observations the teacher implements activities that teach and reinforce 6 or more of the following problem-solving types.</p> <ul style="list-style-type: none"> • Abstraction • Categorization • Drawing Conclusions/Justifying Solutions • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing 	<p>Over the course of multiple observations the teacher implements activities that teach and reinforce 4 or more of the following problem-solving types.</p> <ul style="list-style-type: none"> • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing 	<p>Over the course of multiple observations the teacher implements less than 2 activities that teach the following problem-solving types.</p> <ul style="list-style-type: none"> • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing

Designing and Planning Instruction

	Exemplary (5)	Proficient (3)	Unsatisfactory (1)
Instructional Plans	<p>Instructional plans include:</p> <ul style="list-style-type: none"> measurable and explicit goals aligned to state content standards; activities, materials, and assessments that: <ul style="list-style-type: none"> are aligned to state standards. are sequenced from basic to complex. build on prior student knowledge, are relevant to students' lives, and integrate other disciplines. provide appropriate time for student work, student reflection, and lesson and unit closure; evidence that plan is appropriate for the age, knowledge, and interests of all learners and; evidence that the plan provides regular opportunities to accommodate individual student needs. 	<p>Instructional plans include:</p> <ul style="list-style-type: none"> goals aligned to state content standards; activities, materials, and assessments that: <ul style="list-style-type: none"> are aligned to state standards. are sequenced from basic to complex. build on prior student knowledge. provide appropriate time for student work, and lesson and unit closure; evidence that plan is appropriate for the age, knowledge, and interests of most learners and; evidence that the plan provides some opportunities to accommodate individual student needs. 	<p>Instructional plans include:</p> <ul style="list-style-type: none"> few goals aligned to state content standards; activities, materials, and assessments that: <ul style="list-style-type: none"> are rarely aligned to state standards. are rarely logically sequenced. rarely build on prior student knowledge inconsistently provide time for student work, and lesson and unit closure; little evidence that the plan is appropriate for the age, knowledge, or interests of the learners and; little evidence that the plan provides some opportunities to accommodate individual student needs.
Student Work	<p>Assignments require students to:</p> <ul style="list-style-type: none"> organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it; draw conclusions, make generalizations, and produce arguments that are supported through extended writing and; connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives, both inside and outside of school. 	<p>Assignments require students to:</p> <ul style="list-style-type: none"> interpret information rather than reproduce it; draw conclusions and support them through writing and; connect what they are learning to prior learning and some life experiences. 	<p>Assignments require students to:</p> <ul style="list-style-type: none"> mostly reproduce information; rarely draw conclusions and support them through writing and; rarely connect what they are learning to prior learning or life experiences.
Assessment	<p>Assessment Plans:</p> <ul style="list-style-type: none"> are aligned with state content standards; have clear measurement criteria; measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); require extended written tasks; are portfolio-based with clear illustrations of student progress toward state content standards and; include descriptions of how assessment results will be used to inform future instruction. 	<p>Assessment Plans:</p> <ul style="list-style-type: none"> are aligned with state content standards; have measurement criteria; measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); require written tasks and; include performance checks throughout the school year. 	<p>Assessment Plans:</p> <ul style="list-style-type: none"> are rarely aligned with state content standards; have ambiguous measurement criteria; measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test) and; include performance checks, although the purpose of these checks is not clear.

The Learning Environment

	Exemplary (5)	Proficient (3)	Unsatisfactory (1)
Expectations	<ul style="list-style-type: none"> Teacher sets high and demanding academic expectations for every student. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where all students can experience success. Students take initiative and follow through with their own work. Teacher optimizes instructional time, teaches more material, and demands better performance from every student. 	<ul style="list-style-type: none"> Teacher sets high and demanding academic expectations for every student. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where most students can experience success. Students complete their work according to teacher expectations. 	<ul style="list-style-type: none"> Teacher expectations are not sufficiently high for every student. Teacher creates an environment where mistakes and failure are not viewed as learning experiences. Students demonstrate little or no pride in the quality of their work.
Managing Student Behavior	<ul style="list-style-type: none"> Students are consistently well-behaved and on task. Teacher and students establish clear rules for learning and behavior. The teacher uses several techniques, such as social approval, contingent activities, and consequences to maintain appropriate student behavior. The teacher overlooks inconsequential behavior. The teacher deals with students who have caused disruptions rather than the entire class. The teacher attends to disruptions quickly and firmly. 	<ul style="list-style-type: none"> Students are mostly well-behaved and on task, some minor learning disruptions may occur. Teacher establishes rules for learning and behavior. The teacher uses some techniques, such as social approval, contingent activities, and consequences to maintain appropriate student behavior. The teacher overlooks some inconsequential behavior, but other times addresses it, stopping the lesson. The teacher deals with students who have caused disruptions, yet sometimes he or she addresses the entire class. 	<ul style="list-style-type: none"> Students are not well-behaved and are often off task. Teacher establishes few rules for learning and behavior. The teacher uses few techniques to maintain appropriate student behavior. The teacher cannot distinguish between inconsequential behavior and inappropriate behavior. Disruptions frequently interrupt instruction.
Environment	<p>The classroom</p> <ul style="list-style-type: none"> welcomes all members and guests. is organized and understandable to all students. supplies, equipment, and resources are easily and readily accessible. displays student work that frequently changes. is arranged to promote individual and group learning. 	<p>The classroom</p> <ul style="list-style-type: none"> welcomes most members and guests. is organized and understandable to most students. supplies, equipment, and resources are accessible. displays student work. is arranged to promote individual and group learning. 	<p>The classroom</p> <ul style="list-style-type: none"> is somewhat cold and uninviting. is not well organized and understandable to students. supplies, equipment, and resources are difficult to access. does not display student work. is not arranged to promote group learning.
Respectful Culture	<ul style="list-style-type: none"> Teacher-student interactions demonstrate caring and respect for one another. Students exhibit caring and respect for one another. Teacher seeks out and is receptive to the interests and opinions of all students. Positive relationships and interdependence characterize the classroom. 	<ul style="list-style-type: none"> Teacher-student interactions are generally friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit respect for the teacher and are generally polite to each other. Teacher is sometimes receptive to the interests and opinions of students. 	<ul style="list-style-type: none"> Teacher-student interactions are sometimes authoritarian, negative, or inappropriate. Students exhibit disrespect for the teacher. Student interaction is characterized by conflict, sarcasm, or put-downs. Teacher is not receptive to interests and opinions of students.

Attachment Q – Community Partnerships

Name of Organization	Representative from Organization & Email Address	Address & phone number	Nature of the partnership with the school
Girls Inc.	Latasha Hudson, Director of Programs, lhudson@girlsindindy.org	3935 N Meridian St. Indianapolis, IN (317) 283-0086	Girls Inc. subject matter enrichment programs, cultivates critical thinking, and challenges girls, ages 12-15 to envision a successful future. These gender specific, educational programs will inspire AMMS's young women to be strong, smart and bold individuals.
YMCA	Jennifer DeArmond School Age Program Director, jdearmond@indymca.org	615 N. Alabama St. Indianapolis, IN (317)	YMCA of Greater Indianapolis will provide both before and after school care for our families of AMMS. This structured curriculum is based on the YMCA's national character building campaign and incorporates the values of caring, responsibility, honesty, and respect as part of all youth services at AMMS
Booth Tarkington Civic Theatre	Brent E. Marty, Director of Music and Education, Brent@civictheatre.org	3 Center Green Suite 200 Carmel, IN (317) 924-6700	Through continuous enrichment programming, students will be encouraged to think creatively and challenge themselves as they examine the various aspects of performing. Students will learn to use their voice, body and mind to pursue goals, create characters and scenes, and work as an ensemble.
Marian University (EcoLab)	Janice Slaughter, Director of K-12 Programming and Outreach, jhslaughter@marian.edu	3200 Cold Spring Rd. Indianapolis, IN (317) 524-7701	The EcoLab hosts outstanding science programs for all ages and a comprehensive array of environmental resources for

			Pre K-12 students and teachers. Learning in this program takes place in the classroom and at the Ecolab.
Ernst & Young	Tracey Reece , Talent Deployment and Development, Tracey.reece@ey.com	111 Monument Circle, Suite 4000, Indianapolis, IN (317)681-7001	Ernst and Young partners with AMA for a massive volunteer effort where over 100 EY employees spend a day at the school performing over 80 service and administrative projects.
iCivics	Robert O. Walls , Executive Director Robert@winningexperiences.org	2001 S Street NW, Ste 400 Washington DC 20009 (317)294-4784	iCivics is a non-profit organization dedicated to reinvigorating civic learning through interactive and engaging learning resources. iCivics runs as a 10 week enrichment club which empowers teachers and prepare the next generation of students to become knowledgeable and engaged citizens
Butler University	Karen Thickstun , Director, Butler Community Arts School kthickst@butler.edu	4600 Sunset Ave, Indianapolis, IN 46208 (317)-940-5500	Butler Community Arts students provide onsite Percussion and Violin instruction to students through our after school enrichment program model
Beyond the Point Dance	Nicole Hargro , Executive Director nicolehargro@gmail.com	8532 Vanguard Lane Indianapolis, Indiana (317)540-2928	Beyond the Point Dance provides instruction in ballet and contemporary dance to students through our after school enrichment program model
Forest Manor Multi-Service Center	Regina Marsh , Executive Director rmarsh@fmmssc.org	5603 E. 38th St. Indianapolis, IN (317)545-1204	Forest Manor MSC, in partnership with the United Way and AMA facilitates a full-time community coordinator position at the school which develops and maintains community partnerships and makes the resources of FMMSC

			available to families who have students at the school.
Douglass Little League	Timothy Kimbrough, President Tbrou82@gmail.com	2901 N. Rural St. Indianapolis, In (317)918-9751	Empowers our youth with sports training and mentoring in the area of Baseball and Softball. Select boy and girl students participate in the Douglass Little League season to learn the games of baseball and softball
Distelrath Farms	Andrew Distelrath, Director of School to Farm Initiative, andrew@distelrathfarms.com	6302 E. Raymond St Indianapolis, IN (317) 363-4149	Through the School to Farm Initiative at AMA, scholars are growing their own food, entwined with the practical application of their academic studies; counting and measuring, researching and recording data, cell reproduction and energy use. They are also physically active, tending to garden beds and sawing boards, not to mention breathing fresh air and soaking in Vitamin D. In addition, as students see the tangible results of their efforts, general respect, overall discipline, and personal confidence all rise.

Appendix C – Board Resumes and Governance Documents

Rose M. Mays Career Biography

A native of Evansville, IN, Dr. Rose M. Mays earned her bachelor degree in nursing from the University of Evansville and her masters in pediatric nursing from Indiana University Purdue University at Indianapolis (IUPUI). Her PhD in nursing science is from the University of Texas at Austin. Presently she is Professor Emeritus, Indiana University School of Nursing. Dr. Mays' teaching specialty is pediatric nursing and from 2001 to 2009 she also served as the school's Associate Dean for Community & International Affairs.

Aside from her teaching and administrative responsibilities, Dr. Mays carried out a program of research and professional service focused on health promotion and disease prevention for vulnerable adolescents. Her various projects were supported by the National Institutes of Health, Robert Wood Johnson Foundation, Lilly Endowment, Pfizer Foundation, Merck & Company, and Indiana State Department of Health. In 2002 she received the Tony and Mary Hulman Preventive Medicine and Public Health award from the Indiana Public Health Foundation for her efforts to improve health care for the underserved. In 2003, she was elected to the American Academy of Nursing for her success in establishing community programs that serve homeless youth and teen mothers and in 2008 she was named a Fellow by the Society for Adolescent Health & Medicine.

Over the course of her career Dr. Mays has served as a board member of a number of community and professional service organizations. Presently she is on the boards of the Methodist Hospital Foundation, Indiana University Foundation, and Goodwill Industries, is Board Chair of the Challenge Foundation Academy, and serves as a Trustee of the University of Evansville. Additionally, she serves her community through various organizations, which include the Indianapolis Chapter of Links, National Coalition of 100 Black Women, Chi Eta Phi nursing sorority, and Alpha Kappa Alpha sorority.

For her community involvement, she has received recognition from several organizations, including the Boy Scouts (Whitney Young, Jr. Service Award) Indiana Historical Society (Living Legend), the Center for Leadership Development, the *Indiana Minority Magazine* (Rosa Parks Trailblazer Award), *Who's Who in Black Indianapolis*, the Girl Scouts, and Heritage Place.

Mr. John F. Ackerman serves as Managing Director of Cardinal Equity Partners.

Mr. Ackerman has been engaged in sourcing, evaluating, and numerous private equity investments, also in the purchase and management of middle market businesses. Prior to his private equity experience, he was at The Quaker Oats Company, Inc. from 1983 to 1993. While at Quaker, he managed a variety of its brands, and ran the consumer marketing activities of Gatorade Thirst Quencher. He was a Commercial Lender with The National Bank of Detroit.

He serves as the Chairman of New Aqua LLC and Williams Sound, LLC (also known as Williams Sound Corporation). He served as Chairman and Director of BFG Supply Co., LLC. He was Chairman of The Villages of Indiana. He serves as a Director of Williams Sound, LLC, Guardian Pharmacy, LLC and Cardinal Golf LLC. He serves as a Director of New Aqua, L.L.C. He serves as an Advisory Board Member of Walker Information, Inc. and M&I Bank, Indiana. He is a Board Member of The Villages of Indiana. He served as a Director of Angie's List, Inc. (also known as Brownstone Publishing LLC) until August 2011.

Mr. Ackerman was on the Board of ASPEX, Inc, Bank One, Michigan and FURminator, Inc. He was President and Board Member of the Venture Club of Indiana. He serves on the Boards of Purdue's Burton D. Morgan Center for Entrepreneurship, the Junior Achievement Foundation, and is the Vice-Chairman and Board Member of the Educational Choice Charitable Trust Foundation, Hoosiers For Economic Growth Network, Brebeuf High School, the Junior Achievement Foundation, the Indianapolis 500 Festival, the Indiana chapter of Young President's Organization (YPO) and is the Vice-Chairman and Board Member of the Educational Choice Charitable Trust Foundation.

He served in board leadership roles in Conner Prairie Museum and Foundation. Mr. Ackerman earned an M.B.A. at Northwestern's J.L. Kellogg Graduate School of Management, where he graduated in the top 5 percent of his class and received a B.B.A. degree from The University of Michigan.

2230 Paula Lane So. Drive
Indianapolis, Indiana 46228
Jhall2230@aol.com

Judith E. Hall

Professional Profile

Educator with over 30 years of experience in public and private elementary education. Assignments include classroom teacher, reading specialist, vice principal, principal, and director.

Summary of Qualifications

BA Elementary Education – Kentucky State University
MS Elementary Education – Indiana University
Reading Endorsement – Indiana University
Administrative License – Indiana University

Work Experience

1967-1994 – Indianapolis Public Schools
Elementary Teacher, Reading Specialist, Vice Principal

1994 -2004 – The Orchard School
Director of Lower School (Grades 3-5)

2005- present – Indiana University/Purdue University at
Indianapolis
Elementary Coach for Student Teachers

Memberships

Covenant Community Church – Founding Member, Care
Partner, Treasurer
Town of Wynnedale – President, Town Council
Asante Children's Theater – Board Member
Circle City Chapter, Links, Inc. – Member
Alpha Kappa Alpha Sorority – Member

GARCIA

CONSTRUCTION GROUP



Charles J. Garcia President and CEO

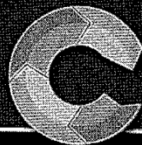
Charles J. "Charlie" Garcia has been the Chief Executive Officer for Garcia Construction Group, Inc. since its founding in 1989. Born in San Francisco, CA, he attended the College of San Mateo, and graduated from the Way College of Biblical Research with a Bachelor's in Theology. He also attended Butler University, and graduated from Dartmouth University, and University of California, Los Angeles Executive Programs. He was named *Entrepreneur of the Year* in 1994 by Ernst and Young, and *Small Businessman of the Year* in 2000 by the SBA. Other awards earned by Mr. Garcia include:

- La Plaza Community Leader of the Year '12
- IMSDC 2011, Indiana Corporate Plus Member
- Madame Walker Spirit Award '02
- Whitney M. Young, Jr., Boy Scouts of America
- IRMSDC Supplier of the Year Award '00
- MICCS Safety Award '00
- Entrepreneur of the Year Award, State of Indiana
- Regional Construction Company of the Year Award, SBA
- Growth 100 Award; one of top 10 fastest growing companies in Indiana
- Center for Leadership Development Entrepreneur of the Year

Mr. Garcia believes that his greatest contribution is his effort to mentor aspiring entrepreneurs. The mentoring program he developed has been adopted by the Greater Indianapolis Chamber of Commerce to assist minority and women owned businesses to grow at rates ranging from 20 to 60 percent. As a founder of the Indiana Hispanic Scholarship Foundation La Plaza, he also helped to increase educational opportunities for first-generation college students.

Mr. Garcia's corporate recognitions included recognition by the Indianapolis Business Journal as Indiana's third largest minority-owned business in 2002 and 2003, and being listed continually in the top 25 companies in Indianapolis. Mr. Garcia's directorships include:

Butler University	Boy Scouts of America	St. Vincent Hospital
Bank One	Challenge Found. Academy	IUPUI Advisory Board
Fifth Third Bank	LYNK	University of Indianapolis
Hispanic Business Council	Strategic Capital Partners	Indpls. Symphony Orchestra
Greater Indianapolis COC	Indianapolis Priv. Ind. Council	City of Indianapolis DEO
State of Indiana COC	Nat. Assoc. Minority Contr.	IU Kelly School of Business
Indianapolis Museum of Art	State Comm. Minority Affairs	Ivy Tech Foundation
Eiteljorg Museum	IN Small Business Admin.	Equal Opportunity Advisory
La Plaza	IMSDC	IN Progress Industry Comm.
Indianapolis Contactor Board	Indianapolis 500 Festival	Central IN Corp. Partnership



Care · Customers · Community · Collaboration

5349 Leone Drive
Indianapolis, IN 46226
(317) 547-4310

L. Lois Johnson

SUMMARY OF QUALIFICATIONS

- Proven leadership skills, perform multiple tasks in an expedient manner.
- Team player with excellent human relation skills, effectively relate to, train and motivate staff and co-workers while maintaining high morale.
- Flexible, dependable, thorough and eager to accept new challenges.

WORK HISTORY

Camp Director

Freetown Village Inc, Indianapolis, Indiana

1998-present

- Assist in planning and coordinating the Summer Youth Program
- Assist in the interview process for camp staff
- Supervise and instruct the program staff
- Prepare and submit a weekly report to the Educational Specialist
- Purchase supplies and materials as needed
- Evaluate data to improve program and staff
- Assist with coordination of activities

Assistant Educator

(seasonal)

*Early Childhood Development-Warren Township Schools
Indianapolis, Indiana*

1998-1999

- Prepared lesson plans
- Prepared and instructed craft activities
- Assisted with preparation of snacks

Academy Director

Willowbrook Christian Academy, Indianapolis, Indiana

1994-1997

- Pioneer in the coordination and planning of Willowbrook Christian Academy
- Assisted in the interview and hiring process for staff
- Collect and posted tuition payments
- Assisted with curriculum training for teachers
- Assisted with food service order
- Provided back-up for teachers as needed
- Supervised team of teachers and support staff

ADDITIONAL EXPERIENCE

- Twenty+ years as christian educator
- Five years as superintendent of christian education
- Three years as girl scout leader

VOLUNTEER AND COMMUNITY ACTIVITIES

- Freetown Village Childrens Ensemble Administrative Support
- Friends of Freetown Village Fundraiser Organization

Shirley A. Thomas

Objective

Seeking position, which will utilize my skills and experience as well as enhance professional and personal growth.

Professional experience

02/2007 – Present Marion County Health Department, Health and Hospital Corporation, Indianapolis, IN Environment Health Specialist – Housing Department

- Conducts on-site inspections and surveys
- Evaluate conditions that fail to meet environmental health and safety, and public health codes
- Facilitate periodic surveys that will be utilized to evaluate the environmental health status of the neighborhoods and communicate the results to the community served

01/2006 – 03/2007 Charles Schwab Co., Fishers, IN Senior Administrator – Retirement Operations Services

- Processed IRA distributions
- Scanned and indexed variety of documents related to retirement plans
- Trained new contract employees

8/2004 – 7/2005 Disciples Home Missions, Christian Church (DOC) Indianapolis, IN

Administrative Assistant

- Provided administrative support to the VP of Finance, Director of Black Ministries, and the Minister of Evangelism
- Performed various administrative duties: word processing correspondence letter memos, spreadsheets, medical and travel reimbursement vouchers, prepare financial items for A/P & A/R, and customer service.
- Assist in coordination of special events

11/2000 – 02/2004 Detroit Public School Detroit, MI Long-term Substitute Teacher

- Taught Social Studies in Jr./Sr. High School
- Developed and facilitated weekly Lesson Plans
- Maintained student attendance records and evaluated progress.

09/2002 – 02/2004 Fitzgerald Public Schools-LINKS Program Warren, MI

Curriculum Coordinator

- Managed LINKS After-school Program: Homework center
- Supervised tutors, volunteers, and 80-100 fourth and fifth grade participants

- Assisted in securing donations through fundraisers and special events

Thomas, Shirley

Page 2

**01/2001 – 03/2002 & 10/2005 – 9/2007 Charming Shoppes, Inc.
Bensalem, PA**

Part-time Floor Sales Supervisor, Detroit and Indianapolis Stores

- Opened and closed store
- Balance cash registers, prepare bank deposits, and run end-of-day sales reports
- Exceeded weekly sales goals for more than 26 consecutive weeks

**08/1997 – 09/2000 Indianapolis Public Schools Indianapolis, IN
Teacher of Students with Disabilities**

- Taught English in secondary setting
- Managed and maintained Annual Case Conferences (ACR) and Individual Educational Plans (IEP)
- Supervised Class of 2003 fundraising venues (Faculty Sponsor)

**07/1990 – 08/1997 Temporary Employment Indianapolis, IN
Administrative Assistant**

- Performed various administrative duties: word processing correspondence letter memos, spreadsheets, legal, financial, and medical documentation, reimbursement vouchers, full-charge bookkeeping, and customer service.
- Scheduled meetings, appointment, and travel accommodations
- Contracted by several well-known staffing agencies to fulfilled work assignments in a variety of corporate settings

Education

**08/2008 – 11/2011 State University of Indiana, Indianapolis, IN
Indiana University, Indianapolis, IN**

Currently enrolled in Community Psychology Graduate Studies Program
Certified RAPT (Resource and Adoptive Parent Training) Trainer

1990 – 1997 I.U.P.U.I., Indianapolis, IN

2008 – Martin University, Indianapolis, IN

BA General Studies: Art and Humanities Graduated August, 1997
Currently enrolled in Community Psychology Graduate Studies Program

- Anticipated Graduation May 2011

1990 – 1997 I.U.P.U.I., Indianapolis, IN

BA General Studies: Art and Humanities Graduated August, 1997

Computer Skills

Intermediate to advance proficiency in Windows XP, Microsoft Office 2007 and MS Publishing 2007. Lotus Suites, GroupWise, JavaScript, ClarisWorks, Microsoft Works, Print Shop, and working with shared directories and files. Intermediate knowledge of databases and webpage design.

Professional Affiliation

Licensed Foster Parent, 2008

Indiana Counseling Association, 2008



Darell E. “Gene” Zink, Jr.

Chairman and Chief Executive Officer

Gene Zink is Chairman and CEO of Strategic Capital Partners, LLC, a privately-held real estate investment management firm. SCP is a money management firm representing state and corporate pension funds with approximately \$1 billion in managed assets. SCP is also active in holistic urban redevelopment with approximately \$150 million of current projects in various phases of the development process.

Prior to founding SCP, Gene spent 26 years with Duke Realty Corporation, a \$10 billion real estate investment trust (DRE:NYSE) specializing in industrial, office and retail properties. Prior to taking Duke public in 1993, Gene was a general partner in the private predecessor to Duke. After 1993, Gene served as CFO, Executive Vice President and Vice Chairman of the Company.

Gene joined Duke Realty Corporation in 1982 after practicing law with Bose McKinney & Evans, where he was a partner in the firm. Prior to practicing law he was a Captain in the United States Air Force. Gene received a Bachelor of Arts degree from Vanderbilt University in 1968; a Master of Business Administration degree from the University of Hawaii in 1973 and a Doctor of Jurisprudence degree from Indiana University in 1976.

In addition to being Chairman and CEO of SCP, Gene is a Director and member of the Compensation and Real Estate Committees of hhGregg, Inc. (HGG-NYSE) and a Director and member of the Audit Committee of Kite Realty Group (KRG-NYSE). He is part owner and a Director of Midwest Ready Mix. He is past Chairman and current Director and member of the Executive Committee of the Greater Indianapolis Chamber of Commerce, and Past President of the Park Tudor School Board of Trust, the Park Tudor Foundation, the CICOA Foundation and the Pleasant Run Foundation. He is a Director of Goodwill Industries of Central Indiana and in the past served as a Director at Fifth Third Bank (Indiana), People’s Bank, VEI, Duke Realty Corporation and Windrose Medical Properties Trust.

Gene is a co-founder, past President of the Board and current Board member of the Challenge Foundation Academy. CFA is an inner city charter school which has received both State and national recognition for successfully educating children from challenged urban neighborhoods.

KELLY L. P. BRAVERMAN
8875 SUGAR CAY COURT, ZIONSVILLE, IN 46077
CELL PHONE: (317) 997.7290 E-MAIL: KBRAVERM@IUHEALTH.ORG

PROFESSIONAL EXPERIENCE

November 2013 - Senior Executive, Corporate & Health System Operation

Current Indiana University Health (IUH) – Corporate
Indianapolis, Indiana

December 2012 - Chief Operating Officer

November 2013 Indiana University Health (IUH) – University Hospital (UH)
Indianapolis, Indiana

Responsibilities

- Ensuring the direct alignment of University Hospital with the business strategy of IUH.
 - Areas of oversight encompass responsibilities for 17 departments (over 1,980 FTEs) in the System & Academic Health Center (Methodist Hospital, University Hospital & Riley Hospital for Children & Saxony Hospital): Ambulatory (14 hospital-based clinics), Bed Management, Business Continuity (system), Critical Care Transport (5 air & 4 ground), Environmental Services, Guest Relations (front desks), Language Services, Methodist Tower Hotel (closed 6/13), Nutrition Services, Patient Access Services (Registration), Patient Transport, Premier Amenities, Reproductive Biology Lab, Respiratory Care, Safety & Security, Transfer Center, Volunteer Services

Accomplishments

- Removed additional 2% out of 2013 budget, saving \$2.5 million (including closing hotel)
- Removed \$1.1MM from UH ED by changing RN & MD staffing ratio & replacing some MD coverage with APP coverage.
- Respiratory Therapy
 - Creating inter-facility utilization of Respiratory Therapists - (North & Saxony)
 - Avoid \$3.7M in product cost with a Statewide approach to Respiratory Therapy product standardization (2010-2013)
- Language Services
 - Increased utilization of interpreters 46.6% from 57,317 encounters in 2011 to 84,015 projected encounters in 2013
 - Reduced Interpreter cost/encounter from high of \$57.48 to 39.75 (as of July 2013).
 - Projected 12 month cost avoidance: \$1.4MM (assuming 81,500 encounters)
 - Renegotiated System phone rate \$0.85 per minute
 - Projected to avoid over \$500,000 (annualized) Language Services costs for HealthNet
- Reduced Volunteer Services Onboarding from 5-6 months to 2.5 weeks
- 1st Garage Sale: ~\$50,000 in avoided costs. Department heads submitted then “shopped” for garage sale items.
- Rewrote Orthopedic coverage contract, minimally saving \$109,500 annually.
 - New = \$73,000 (\$200/day)
 - Historic = \$182,500 (\$500/night) + \$1,500/weekend or holiday visit
- Worked with Purchasing & Design & Construction to close out balances on longstanding construction projects – Removed over \$94,000 in liabilities from UH capital budgets.

March 2011 Vice President, Operations

-November 2012 Responsibilities

- Administration & leadership of the operations within IUH. Accountable for setting strategy & future direction of each division.
 - Areas of oversight: 11 departments (over 820 FTEs) in the Academic Health Center, Central Region & System-level: Bed Management, Business Continuity, Critical Care Transportation, Guest Relations, Language Services, Patient Access Services (Registration), Premier Amenities, Respiratory Care, Sleep Centers, Transfer Center, Volunteer Services

Accomplishments

- Combined Bed Control/Transfer Center / Life Line Communications into Patient Placement

KELLY L. P. BRAVERMAN

Page 1 of 3

- Co-located & cross trained staff, improving operational efficiencies, saving 9 FTEs
- Removed 10% of expense out of 2012 AHC budget = \$5 million
- Removed 6% of expense out of 2012 System Services budget = \$2 million
- Created Business Continuity Department for System – closed out longest standing OFI
- Executed entity-based plan to provide Guest Relations services with fewer resources
- Teletracking XT renegotiations – avoided lawsuit & cancellation of services

**October 2007
-March 2011**

Director, Health System Relations

Responsibilities

- Supported the administrative direction of the Executive Office, enhanced systems interactions, relations & integration – specifically with Indiana University School of Medicine (IUSOM) & Indiana University Medical Group (IUMG).

Accomplishments

- Developed & Implemented the eThank You note program & Idea Program

**October 2006
-October 2007**

Director, Program Development & Operations

Indiana University Medical Group – specialty Care (currently IU Health Physicians)
Indianapolis, Indiana

Responsibilities

- Assisted in all aspects of the Chief Operating Officer's work- planning, operations, program design, implementation, & evaluation. Served as a liaison with management & physician staff of the IUH hospitals.

Accomplishments

- Developed the "Premiere Amenities" model of health care delivery, streamlining the coordination of treatment & medical care with convenient & accessible services ensuring the highest possible quality patient & family experience for VIP patients.
- Created a physician workforce baseline & emerging needs document. -Coordinated efforts between IU Health, IUMG-SC & Methodist Specialty Physicians.

**July 2003
-October 2007**

Special Assistant to the President & CEO

Indiana University Health (formerly Clarian Health Partners, Inc.)

Responsibilities

- Supported the administrative functions of the Executive Office with an emphasis on enhanced customer services & directing special projects. Assisted President in leading & implementing strategic initiatives within all areas of IUH.
- Ensured corporate, high-level initiatives & plans are coordinated with IUH Centers of Excellence, partners, departments & service lines. Critically evaluated options & proposed a courses of action for the President's review.
- Represented President & Executive Office team at internal & external meetings in order to prioritize the allocation of Senior Executive time & resources.

Accomplishments

- LifeLine Critical Care strategy – Expansion, strategic geographic placement & RFP for LifeLine Critical Care

**June 2002
-July 2003**

Administrative Fellowship

The Cleveland Clinic
Cleveland, Ohio

Thirteen month, post-graduate, project-based fellowship, challenging fellows to identify, design, & manage multiple projects throughout The Cleveland Clinic, ten regional medical practices, the health system (CCHS) & the health network (CHN). The fundamental basis was to expose Fellows to the actual application of healthcare management tools, & to further develop management skills in a working environment.

EDUCATION

- 2011 Indiana Healthcare Leadership Academy (IHLA)**
IU Health, IU Health Physicians & IU School of Medicine
Indianapolis, Indiana
- Program provides administrative & physician leaders an opportunity to increase self-awareness into their leadership style, build key relationships & accelerate skills development.
- 2009 Leadership Fellowship (Hoosier Fellows)**
Indiana University / Randall L. Tobias Center for Leadership Excellence
Indianapolis, Indiana
- Program enhances the leadership skills of a small group of high-potential leaders through a year-long study of leadership with the Tobias Center.
- 2002 Masters of Health Administration**
Indiana University
Indianapolis, Indiana
- Program affiliated with the School of Public & Environmental Affairs. Emphasis coursework related to healthcare finance. Further coursework in epidemiology.
- 1998 Bachelors of Science**
Indiana University
Bloomington, Indiana
- Majored in Recreational Therapy. Certified Therapeutic Recreational Specialists (CTRS) designation: 1998.
Minored in Psychology

PROFESSIONAL AFFILIATIONS

- | | |
|--|--------|
| • American College of Healthcare Executives (ACHE) | Member |
| • Indiana Healthcare Executives Network (IHEN) | Member |

BOARDS & COMMUNITY INVOLVEMENT

- | | |
|---|--------------------------|
| • Indiana INTERNnet, Inc. (2005-Present) | Board Member / Treasurer |
| • WhatFriendsDo.com (2013-Present) | Board Member |
| • Project Health (2003-2009) | Board Member |
| • The Beacon Society (2003-2006) | Treasurer/Secretary |
| • Protective Order Pro Bono Project of Greater Indianapolis (2005-2007) | Board Member/ VP |
| • Indiana Health Executives Network (2003-Present) | Member |
| • Employers' Forum of Indiana (2003-2007) | Clarian Representative |
| • Indiana University MHA Mentor Program (2008, 2012) | Mentor |
| • Indiana University MHA Advisory Committee (2004) | Member |
| • State of Indiana: Healthy Foods Task Core (2005) | Member |
| • Selection Committee for SPEA MHA Director (2004) | Member |
| • Indiana University MHA Evaluation Committee (2003-2004) | Member |
| • MHA Performance Audit Committee (2003) | Member |
| • The Children's Hospital for Rehabilitation at the Cleveland Clinic (2003) | Weekly Volunteer |

APPROVED
AND
FILED
CHALLENGE FOUNDATION ACADEMY, INC.
NO EXPENSE TO FILE

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**ARTICLES OF RESTATEMENT
OF THE
ARTICLES OF INCORPORATION
OF
CHALLENGE FOUNDATION ACADEMY, INC.**

Challenge Foundation Academy, Inc. (the "Corporation"), a nonprofit, public benefit corporation existing pursuant to the Indiana Nonprofit Corporation Act of 1991, as amended (the "Act"), desiring to give notice of corporate action effectuating the amendment of its Articles of Incorporation, hereby sets forth the following facts:

ARTICLE I
AMENDMENT

- Section 1:** The name of the Corporation is Challenge Foundation Academy, Inc.
- Section 2:** The date of incorporation of the Corporation is August 9, 2004.
- Section 3:** The name of the Corporation following this amendment is Avondale Meadows Academy, Inc.
- Section 4:** The exact text of the First Amended and Restated Articles of Incorporation of the Corporation is attached hereto as **Exhibit A**.
- Section 5:** The date of adoption and approval of the First Amended and Restated Articles of Incorporation of the Corporation was April 21, 2014.

ARTICLE II
MANNER OF ADOPTION AND VOTE

The Board of Directors of the Corporation duly approved and adopted the foregoing First Amended and Restated Articles of Incorporation of the of the Corporation at a meeting held on April 17, 2014, at which a quorum of such Board of Directors was present.

ARTICLE III
COMPLIANCE WITH LEGAL REQUIREMENTS

The manner of adoption of the First Amended and Restated Articles of Incorporation of the Corporation constitutes full legal compliance with the Act and the Articles of Incorporation and By-Laws of the Corporation.

IN WITNESS WHEREOF, the undersigned officer of the Corporation hereby verifies, subject to the penalties for perjury, that the statements contained herein are true as of this 22 day of April, 2014.

CHALLENGE FOUNDATION ACADEMY, INC.

By: 
Charles Garcia, President

**FIRST AMENDED AND RESTATED ARTICLES OF INCORPORATION
OF
AVONDALE MEADOWS ACADEMY, INC.**

Avondale Meadows Academy, Inc., being organized under the provisions of the Indiana Nonprofit Corporation Act of 1991, as amended (the "Act"), hereby sets forth its First Amended and Restated Articles of Incorporation (the "Articles of Incorporation") as follows:

ARTICLE I

NAME

The name of the Corporation is Avondale Meadows Academy, Inc.

ARTICLE II

PURPOSES

This Corporation is a public benefit corporation that shall be organized and operated exclusively to conduct, support, encourage, and assist such charitable, educational, religious, and other programs and projects as are described in Sections 170(c)(2)(B), 501(c)(3), 2055(a)(2), and 2522(a)(2) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws (the "Code"). Without limiting the foregoing, and to the extent permitted by the Code sections cited above, the Corporation shall be organized and operated to own, establish, develop, operate, and promote a charter school for the instruction of children in Indianapolis, Indiana.

ARTICLE III

POWERS

Notwithstanding any other provision of these Articles of Incorporation, neither the Board of Directors nor the Corporation shall have the power or authority to do any act that will prevent

the Corporation from being an organization described in Code sections 170(c)(2)(B), 501(c)(3), 2055(a)(2), and 2522(a)(2). Subject to the foregoing statement, and subject to and in furtherance of the purposes for which it is organized, the Corporation shall possess all of the rights, privileges, and powers conferred by the Act or by other law and, in addition, the following rights, privileges, and powers:

Section 1. To indemnify any person against liability and expenses, and to advance the expenses incurred by such person, in connection with the defense of any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, investigative, or otherwise, and whether formal or informal, to the fullest extent permitted by applicable law, or, if not permitted, then to any extent not prohibited by such law.

Section 2. To cease its activities and to dissolve and surrender its corporate franchise.

ARTICLE IV

PERIOD OF EXISTENCE

The period during which the Corporation shall continue is perpetual.

ARTICLE V

REGISTERED AGENT AND REGISTERED OFFICE

Section 1. The name and street address of the Corporation's registered agent for service of process is Charlie Schlegel, 3908 N. Meadows Drive, Indianapolis, Indiana 46205.

Section 2. The address of the registered office of the Corporation is c/o Charlie Schlegel, 3908 N. Meadows Drive, Indianapolis, Indiana 46205.

ARTICLE VI

MEMBERS

The Corporation shall not have members as that term is defined in the Act. The Corporation shall, upon the resolution of the Board of Directors, have "members" for the purposes of Title 4, Article 32, of the Indiana Code, or for other Corporation purposes. Such "members" shall be those individuals, corporations, or other associations and organizations who satisfy certain criteria established by the Board of Directors and who support the purposes and programs of the Corporation. Such designation shall carry no legal significance under the Act and shall not entitle such "members" to any vote on Corporation matters or to attendance at Corporation meetings.

ARTICLE VII

DIRECTORS

The exact number of directors of the Corporation shall be specified in or fixed in accordance with the Bylaws of the Corporation at a number no smaller than three (3).

ARTICLE VIII

ELECTION OR APPOINTMENT OF DIRECTORS

The directors of the Corporation shall be elected or appointed in the manner and for terms as specified in or fixed in accordance with the Bylaws of the Corporation.

ARTICLE IX

NO PRIVATE INUREMENT

None of the Corporation's net earnings shall inure to the benefit of any private individual.

ARTICLE X

REGULATION OF CORPORATE AFFAIRS

The affairs of the Corporation shall be subject to the following provisions:

Section 1. The Corporation shall admit students of any race, color, gender, national or ethnic origin, religion, and ancestry to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. The Corporation shall not discriminate on the basis of race, color, gender, disability, national or ethnic origin, religion, or ancestry in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic or other school-administered programs.

Section 2. The Corporation shall comply with all Indiana laws applicable to charter schools, including (but not limited to) the following provisions of the Indiana Code ("IC"), or corresponding provisions of subsequent Indiana law:

- (a) IC 5-14-1.5, et seq. (Indiana's Open Door Law); and
- (b) IC 20-5.5-8-5 and all IC provisions referenced therein.

Section 3. Notwithstanding any other provision of these Articles of Incorporation, if for any taxable year the Corporation is deemed a "private foundation" described in Code section 509(a), the Corporation shall make distributions at such time and in such manner as not to subject the Corporation to the tax imposed by Code section 4942.

Section 4. Notwithstanding any other provision of these Articles of Incorporation, at any time the Corporation is deemed a "private foundation" described in Code section 509(a), the Corporation shall not:

- (a) Engage in any act of self-dealing as defined in Code section 4941(d);
- (b) Retain any excess business holdings as defined in Code section 4943(c);

(c) Make any investment in such manner as to subject the Corporation to tax under Code section 4944; or

(d) Make any taxable expenditure as defined in Code section 4945(d).

Section 5. Except as otherwise permitted by Code section 501(h), no substantial part of the activities of the Corporation shall be or consist of carrying on propaganda, or otherwise attempting to influence legislation.

Section 6. The Corporation shall not participate or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Section 7. Subject to the provisions of these Articles of Incorporation and applicable law, the Board of Directors shall have complete and plenary power to manage, control, and conduct all the affairs of the Corporation.

Section 8. The power to make, alter, amend, and repeal the Bylaws shall be vested in the Board of Directors.

Section 9. No director of the Corporation shall be liable for any of its obligations.

Section 10. Meetings of the Board of Directors may be held at any location, either inside the State of Indiana or elsewhere.

Section 11. All parties dealing with the Corporation shall have the right to rely upon any action taken by the Corporation pursuant to authorization by the Board of Directors by resolution duly adopted in accordance with these Articles of Incorporation, the Bylaws, and applicable law.

Section 12. The Board of Directors may from time to time, in the Bylaws or by resolution, designate such committees as the Board of Directors may deem desirable for the furtherance of the purposes of the Corporation.

ARTICLE XI

DISSOLUTION OF THE CORPORATION

If the Corporation is dissolved,

(a) All remaining funds received by the Corporation from the Indiana State Department of Education (the "Department") shall be returned to the Department not more than thirty (30) days after such dissolution; and

(b) All of the Corporation's property remaining after payment and discharge of its obligations (including, but not limited to, the obligation described in section (a) of this Article XIII) shall be transferred and conveyed, subject to any contractual or legal requirement, to the Metropolitan School District of Pike Township, located in Indianapolis, Indiana ("MSD Pike Township"), or, if MSD Pike Township is no longer in existence at the time of the Corporation's dissolution, to the public school district in Indianapolis, Indiana, in which the charter school operated by the Corporation is or was located.

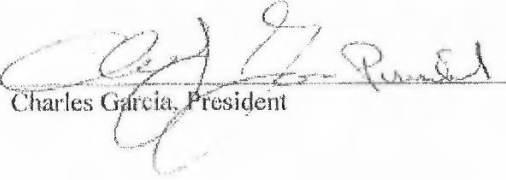
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CERTIFICATE

The undersigned hereby certifies, in the capacity shown, that the foregoing constitutes the First Amended and Restated Articles of Incorporation of the Corporation as of this 22 day of April, 2014.

AVONDALE MEADOWS ACADEMY, INC.

By:


Charles Garcia, President

**SECOND AMENDED AND RESTATED BYLAWS
OF
AVONDALE MEADOWS ACADEMY, INC.**

ARTICLE I

General

Section 1. Name. The name of the corporation is Avondale Meadows Academy, Inc. (the "Corporation").

Section 2. Fiscal Year. The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June of the next year.

ARTICLE II

Board of Directors

Section 1. Directors. The affairs of the Corporation shall be managed, controlled, and under the supervision of the Board of Directors, subject to the provisions of the Indiana Nonprofit Corporation Act of 1991, as amended, and the Articles of Incorporation and these Bylaws. At all times, the Board of Directors shall have no fewer than seven (7) and no more than fifteen (15) members.

No more than two (2) of the directors (the "Parent-Elected Directors") may be elected by and from among the parents of children enrolled in Avondale Meadows Academy (the "Academy") pursuant to a process determined by the Avondale Meadows Academy Parent Teacher Organization, Inc. ("PTO") or similar representative organization. The remaining directors (the "Board-Elected Directors") shall be elected by the directors of the Corporation. The School Director of the Academy shall serve as an ex officio, non-voting member of the Board of Directors. At no time may two (2) parents who are spouses serve simultaneously on the

Board of Directors, irrespective of whether one parent is a Parent-Elected Director and the other is a Board-Elected Director.

To stagger their terms of service, the directors may divide themselves into classes having terms of one (1), two (2), or three (3) years, each having (as nearly as possible) an equal number of directors. Placement into such classes on the Board of Directors shall be determined by a lottery drawing.

A director may serve any number of consecutive or nonconsecutive terms.

Section 2. Quorum and Voting. A majority of directors with voting rights who are in office immediately before a meeting begins shall constitute a quorum for the transaction of any business properly to come before the Board of Directors. Except as otherwise provided in these Bylaws or in the Corporation's Articles of Incorporation, the act of a majority of the directors with voting rights who are present at a meeting at which a quorum exists shall be the act of the Board of Directors.

Section 3. Regular and Special Meetings. The Board of Directors may hold regular meetings, as fixed by these Bylaws or by resolution of the Board of Directors, for the purpose of transacting such business as properly may come before the Corporation's Board of Directors. Except as otherwise provided in these Bylaws, such regular meetings of the Board of Directors may be held without notice to directors of the date, time, place, or purpose of the meeting.

The Board of Directors also may hold special meetings for any lawful purpose upon not less than two (2) days' notice to directors, as described in Section 5 of this Article II, upon call by the Chair or by not fewer than two (2) members of the Board of Directors with voting rights. A special meeting shall be held at such date, time, and place within or without the

State of Indiana as is specified in the call and notice of the meeting provided to directors. Except as otherwise provided in these Bylaws, the purpose of any special meeting need not be specified in such call and notice to directors.

Section 4. Compliance with Indiana Open Door Law. Notwithstanding any other provision of these Bylaws, the Corporation shall comply in all respects with the Indiana Open Door Law (currently codified at Indiana Code section 5-14-1.5, et seq.), and any corresponding provision of subsequent Indiana law, in connection with all regular or special meetings of the Board of Directors.

Section 5. Notice to Directors of Special Meetings. Oral or written notice of the date, time, and place of each special meeting of the Board of Directors shall be communicated, delivered, or mailed by the Secretary of the Corporation, or by the person or persons calling the meeting, to each member of the Board of Directors so that such notice is effective at least two (2) days before the date of the meeting. The notice need not describe the purpose of the special meeting. Oral notice shall be effective when communicated. Written notice shall be effective at the earliest of the following:

- (a) When received;
- (b) Five (5) days after the notice is mailed, as evidenced by the postmark or private carrier receipt, if mailed correctly to the address listed in the most current records of the Corporation;
- (c) On the date shown on the return receipt, if sent by registered or certified United States mail, return receipt requested, and the receipt is signed by or on behalf of the addressee; or

(d) Thirty (30) days after the notice is deposited with a method of the United States Postal Service other than first class, registered, or certified postage affixed, as evidenced by the postmark, if mailed correctly addressed to the address listed in the most current records of the Corporation.

Section 6. Waiver of Notice. Notice may be waived in a writing, signed by the director entitled to notice, and filed with the minutes or the corporate records. Attendance at or participation in any meeting of the Corporation's Board of Directors shall constitute a waiver of notice of such meeting unless the director shall, at the beginning of the meeting or promptly upon the director's arrival, object to holding the meeting and does not vote for or assent to any action taken at the meeting.

Section 7. Means of Communication. The Board of Directors, or a committee thereof, may (a) permit a director or a committee member to participate in a meeting by or (b) conduct a meeting through the use of any means of communication by which all directors or committee members participating may simultaneously hear each other during the meeting. A director or a committee member participating in a meeting by such means shall be considered present at the meeting.

Section 8. Resignation, Removal, and Vacancies. A director may resign at any time by giving written notice of such resignation to the Board of Directors, the Chair, or the Secretary of the Corporation. Such resignation shall take effect at the time specified therein, or if no time is specified, at the time of its receipt by the Board of Directors, the Chair, or the Secretary.

A Board-Elected Director or a Parent-Elected Director may be removed upon the affirmative vote of a majority of the directors with voting rights who are then in office. A

Parent-Elected Director or a Board-Elected Director automatically shall be removed (unless excused by the Board of Directors) if he or she is absent from three (3) consecutive regular meetings of the Board of Directors or one-half (1/2) of the regular meetings of the Board of Directors within one (1) fiscal year.

A vacancy created by the resignation or removal of a Parent-Elected Director, or by a Parent-Elected Director's automatic removal, shall be filled as set forth in Article II, Section 1 relating to the initial election of the Parent-Elected Directors. A vacancy created by the resignation or removal of a Board-Elected Director, or by a Board-Elected Director's automatic removal, shall be filled by the Board of Directors. The Board of Directors may, in its discretion, re-elect a Board-Elected Director who has been automatically removed.

ARTICLE III

Officers

Section 1. In General. The officers of the Corporation shall be a Chair, a Vice Chair, a Secretary, a Treasurer, and such other officers as the Board of Directors may otherwise elect. An officer may simultaneously hold more than one (1) office. Each officer shall be elected by the Board of Directors at a regular or special meeting and shall serve for one (1) year, or such other period as prescribed by the directors at the time of such election, and until the officer's successor is elected and qualified. An officer may, but need not be, a member of the Board of Directors of the Corporation. Any vacancy occurring in any office shall be filled by the Board of Directors, and the person elected to fill such vacancy shall serve until the expiration of the term vacated and until his or her successor is elected and qualified.

Section 2. Chair. The Chair shall preside at all meetings of the Board of Directors of the Corporation and shall be responsible for implementing policies established by

ARTICLE IV

Committees

Section 1. Executive Committee. The Board of Directors may, by resolution adopted by a majority of the directors then in office, designate two (2) or more directors of the Corporation to constitute an Executive Committee, which shall have and exercise, to the extent provided in such resolution and consistent with Indiana law, all of the authority of the Board of Directors in the management of the Corporation's affairs during intervals between the meetings of the Board of Directors. The Executive Committee shall be subject to the authority and supervision of the Board of Directors.

Section 2. Other Committees. The Board of Directors may establish other committees, in addition to the Executive Committee, to accomplish the goals and conduct the programs of the Corporation. Such committees shall have such responsibilities and powers as the Board of Directors shall specify. Members of such other committees may, but need not, be members of the Board of Directors. A committee member appointed by the Board of Directors may be removed by the Board of Directors, with or without cause.

ARTICLE V

Indemnification

Section 1. Indemnification by the Corporation. To the extent not inconsistent with applicable law, every person (and the heirs and personal representatives of such person) who is or was a director, officer, employee, or agent of the Corporation shall be indemnified by the Corporation against all liability and reasonable expense that may be incurred by him or her in connection with or resulting from any claim, action, suit, or proceeding (a) if such person is wholly successful with respect thereto or (b) if not wholly successful, then if such person is

the Board of Directors. The Chair shall perform such other duties as the Board of Directors may prescribe.

Section 3. Vice Chair. In the absence of the Chair, or in the event of the Chair's inability or refusal to serve, the Vice Chair shall perform all the duties of the Chair and, when so acting, shall have all the powers and authority of the Chair. The Vice Chair shall have such other powers and perform such other duties as the Board of Directors or Chair may prescribe.

Section 4. Secretary. The Secretary of the Corporation shall be the custodian of all papers, books, and records of the Corporation other than books of account and financial records. The Secretary shall prepare and enter in the minute book the minutes of all meetings of the Board of Directors. The Secretary shall authenticate records of the Corporation as necessary. The Secretary shall perform the duties usual to such position and such other duties as the Board of Directors or the Chair may prescribe.

Section 5. Treasurer. The Treasurer shall prepare and maintain correct and complete records of account showing accurately the financial condition of the Corporation. All notes, securities, and other assets coming into the possession of the Corporation shall be received, accounted for, and placed in safekeeping as the Treasurer may from time to time prescribe. The Treasurer shall furnish, whenever requested by the Board of Directors or the Chair, a statement of the financial condition of the Corporation and shall perform the duties usual to such position and such other duties as the Board of Directors or the Chair may prescribe.

Section 6. Other Officers. Each other officer of the Corporation shall perform such duties as the Board of Directors or the Chair may prescribe.

determined (as provided in Section 3 of this Article V) to have acted in good faith, in what he or she reasonably believed to be in the best interests of the Corporation (or, in any case not involving the person's official capacity with the Corporation, in what he or she reasonably believed to be not opposed to the best interests of the Corporation) and, with respect to any criminal action or proceeding, is determined to have had reasonable cause to believe that his or her conduct was lawful (or no reasonable cause to believe that the conduct was unlawful). The termination of any claim, action, suit, or proceeding by judgment, settlement (whether with or without court approval), or conviction, or upon a plea of guilty or of nolo contendere or its equivalent, shall not create a presumption that a person did not meet the standards of conduct set forth in this Article V.

Section 2. Definitions.

(a) As used in this Article V, the terms "claim, action, suit, or proceeding" shall include any threatened, pending, or completed action, suit, or proceeding and all appeals thereof (whether brought by or in the right of the Corporation, any other corporation, or otherwise), civil, criminal, administrative, or investigative, whether formal or informal, in which a person (or his or her heirs or personal representatives) may become involved, as a party or otherwise:

(i) By reason of his or her being or having been a director, officer, employee, or agent of the Corporation or of any corporation where he or she served as such at the request of the Corporation; or

(ii) By reason of his or her acting or having acted in any capacity in a corporation, partnership, joint venture, association, trust, or other organization or entity where he or she served as such at the request of the Corporation; or

(iii) By reason of any action taken or not taken by him or her in any such capacity, whether or not he or she continues in such capacity at the time such liability or expense shall have been incurred.

(b) As used in this Article V, the terms “liability” and “expense” shall include, but shall not be limited to, counsel fees and disbursements and amounts of judgments, fines, or penalties against, and amounts paid in settlement by or on behalf of, a person.

(c) As used in this Article V, the term “wholly successful” shall mean (i) termination of any action, suit, or proceeding against the person in question without any finding of liability or guilt against him or her, (ii) approval by a court, with knowledge of the indemnity herein provided, of a settlement of any action, suit, or proceeding, or (iii) the expiration of a reasonable period of time after the making of any claim or threat of any action, suit, or proceeding without the institution of the same, without any payment or promise made to induce a settlement.

Section 3. Entitlement to Indemnification. Every person claiming indemnification hereunder (other than one who has been wholly successful with respect to any claim, action, suit, or proceeding) shall be entitled to indemnification if (a) special independent legal counsel, which may be regular counsel of the Corporation or other disinterested person or persons, in either case selected by the Board of Directors, whether or not a disinterested quorum exists (such counsel or person or persons being hereinafter called the “referee”), shall deliver to the Corporation a written finding that such person has met the standards of conduct set forth in Section 1 of this Article V and (b) the Board of Directors, acting upon such written finding, so determines. The person claiming indemnification shall, if requested, appear before the referee and answer questions which the referee deems relevant and shall be given ample opportunity to

present to the referee evidence upon which he or she relies for indemnification. The Corporation shall, at the request of the referee, make available facts, opinions, or other evidence in any way relevant to the referee's findings that is within the possession or control of the Corporation.

Section 4. Relationship to Other Rights. The right of indemnification provided in this Article V shall be in addition to any rights to which any person may otherwise be entitled.

Section 5. Extent of Indemnification. Irrespective of the provisions of this Article V, the Board of Directors may, at any time and from time to time, approve indemnification of directors, officers, employees, agents, or other persons to the fullest extent permitted by applicable law or, if not permitted, then to any extent not prohibited by such law, whether on account of past or future transactions.

Section 6. Advancement of Expenses. Expenses incurred with respect to any claim, action, suit, or proceeding may be advanced by the Corporation (by action of the Board of Directors, whether or not a disinterested quorum exists) prior to the final disposition thereof upon receipt of an undertaking by or on behalf of the recipient to repay such amount unless he or she is entitled to indemnification.

Section 7. Purchase of Insurance. The Board of Directors is authorized and empowered to purchase insurance covering the Corporation's liabilities and obligations under this Article V and insurance protecting the Corporation's directors, officers, employees, agents, or other persons.

ARTICLE VI

Contracts, Checks, Loans, Deposits, and Gifts

Section 1. Contracts. The Board of Directors may authorize one (1) or more officers, agents, or employees of the Corporation to enter into any contract or execute any

instrument on its behalf. Such authorization may be general or confined to specific instances. Unless so authorized by the Board of Directors, no officer, agent, or employee shall have any power to bind the Corporation or to render it liable for any purpose or amount.

Section 2. Checks. All checks, drafts, or other orders for payment of money by the Corporation shall be signed by such person or persons as the Board of Directors may from time to time designate by resolution. Such designation may be general or confined to specific instances.

Section 3. Loans. Unless authorized by the Board of Directors, no loan shall be made by or contracted for on behalf of the Corporation and no evidence of indebtedness shall be issued in its name. Such authorization may be general or confined to specific instances.

Section 4. Deposits. All funds of the Corporation shall be deposited to its credit in such bank, banks, or depositories as the Board of Directors may designate. Such designation may be general or confined to specific instances.

Section 5. Gifts. The Board of Directors may accept on behalf of the Corporation any gift, bequest, devise, or other contribution for the purposes of the Corporation on such terms and conditions as the Board of Directors shall determine.

ARTICLE VII

Amendments

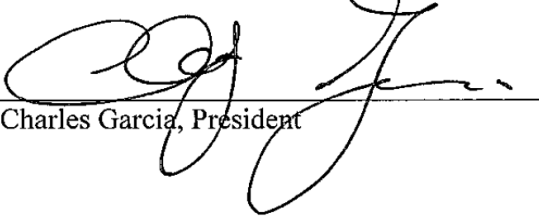
The power to make, alter, amend, or repeal the Bylaws is vested in the Board of Directors of the Corporation; provided, however, that any meeting of the Board of Directors at which the Bylaws are amended must be preceded by a notice sent to each director that sets forth verbatim the existing language to be changed and the proposed new language to be inserted.

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CERTIFICATE

The undersigned hereby certifies, in the capacity shown, that the foregoing Second Amended and Restated Bylaws of the Corporation were duly approved and adopted by action of the Board of Directors of the Corporation to be effective as of the ____ day of April, 2014.

AVONDALE MEADOWS ACADEMY, INC.

By: 
Charles Garcia, President



Department of the Treasury
Internal Revenue Service

P.O. Box 2508
Cincinnati OH 45201

In reply refer to: 0248364843
Mar. 17, 2015 LTR 4168C 0
13-4289579 000000 00

00017969
BODC: TE

AVONDALE MEADOWS ACADEMY INC
% JOAN LANGE
3980 MEADOWS DR
INDIANAPOLIS IN 46205

022092

Employer Identification Number: 13-4289579
Person to Contact: Mrs. Towe
Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This is in response to your Mar. 06, 2015, request for information regarding your tax-exempt status.

Our records indicate that you were recognized as exempt under section 501(c)(3) of the Internal Revenue Code in a determination letter issued in July 2005.

Our records also indicate that you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section(s) 509(a)(1) and 170(b)(1)(A)(ii).

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Please refer to our website www.irs.gov/eo for information regarding filing requirements. Specifically, section 6033(j) of the Code provides that failure to file an annual information return for three consecutive years results in revocation of tax-exempt status as of the filing due date of the third return for organizations required to file. We will publish a list of organizations whose tax-exempt status was revoked under section 6033(j) of the Code on our website beginning in early 2011.